DOCUMENT RESUME

ED 221 930 EA 015 003

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TITLE How Elementary Schools Are Perceived by Parents, Teachers, and Students: 1977 vs. 1981. RR-39.
INSTITUTION Mesa Public Schools, AZ. Dept. of Research and Evaluation.
PUB DATE Oct 81
NOTE 117p.

EDRS PRICE MF01/PC05 Plus Postage.
DESCRIPTORS *Educational Environment; Educational Improvement; Elementary Education; Elementary Schools; Grade 6; *Parent Attitudes; Problems; *School Attitudes; *Student Attitudes; Tables (Data); *Teacher Attitudes
IDENTIFIERS *Mesa Public Schools AZ

ABSTRACT

A 1981 survey of the attitudes of parents, teachers, and sixth-grade students toward the school climate in the 33 elementary schools of Mesa (Arizona) showed no significant change from the attitudes revealed in a similar survey conducted in 1977. The 1981 questionnaire was administered to all 965 of the school-based elementary teachers, all 2,956 sixth-grade students, and 4,390 randomly selected parents of elementary students. The questionnaires sought information on problems perceived by the respondents in 12 areas of school climate. For the district as a whole, mean scores for all areas fell in the "little problem" range. Only four individual schools were perceived by any group of respondents as facing "moderate" problems. Conversion of the response figures to t-scores revealed that parents and students proved most concerned about problems in the areas of student characteristics and student issues, while teachers expressed greatest concern over facility issues, particularly class size. The 1977 survey had revealed similar concerns, but showed perceptions of teachers, parents, and students to be more similar. This report discusses the findings and their implications for the district as a whole. The three survey instruments are appended. (Author/PGD)

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DEPARTMENT OF RESEARCH & EVALUATION

MESA PUBLIC SCHOOLS

HOW ELEMENTARY SCHOOLS ARE PERCEIVED BY PARENTS, TEACHERS, AND STUDENTS 1977 vs. 1981

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MESA PUBLIC SCHOOLS
October 1981

RR-39

FOREWORD

The major function of the Mesa Public Schools' Department of Research and Evaluation is to provide information to decision makers. This data should be timely, valid, reliable, and of sufficient depth, yet concise enough to speak squarely to the issues at hand. In line with this function, this report by the Department of Research and Evaluation presents evaluation results of the survey "How Elementary Schools Are Perceived by Parents, Teachers, and Students."

The purpose of this survey was to accumulate information regarding the affective dimensions of each elementary school as well as the district (elementary schools only) as a whole. In addition, the intent included comparisons to the previous administration of the Climate Survey.

The survey was requested of the Department of Research and Evaluation by Dr. James Zaharis, Associate Superintendent.

The major effort in the development of this report was the responsibility of the Department of Research and Evaluation under the direction of Dr. James DeGracie. Members of the Research and Evaluation staff who made significant contributions in data summarization, formatting of the report, and in typing the manuscript were Margaret Morris, Patty Stein, and Donna Replogle. Research and Evaluation is a department answering directly to the Associate Superintendent.

Dr. George N. Smith
Superintendent
Mesa Public Schools

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INTRODUCTION

The Department of Research and Evaluation was given the task of collecting and presenting district information in an annual report, the Mesa School Profile. The purpose of this report is to furnish timely information so that decisions can be made to benefit students. This information has been limited to cognitive and demographic areas and, therefore, lacked the affective dimensions. Recognizing this need, it was decided in meetings with the Associate Superintendent, Dr. James Zaharis, to seek a means for gathering data on the affective aspects of the schools.

A search revealed questionnaires designed by the Human Resources Research Organization (HumRRO). These instruments were developed to obtain the perceptions of students, staff and the principal of a school about a variety of potential school problem areas. These instruments, designed for junior and senior high school use, were modified for elementary use by committees comprised of teachers, principals and central office administrators. The three adapted forms are: 1) Elementary School Teacher Climate Survey, 2) Elementary School Parent Survey and 3) Elementary School Student Survey. Like the HumRRO surveys, the district instruments included a design which allowed the items on

the questionnaires to be clustered into twelve Areas. The items under these twelve Areas are summarized in the Methods and Procedures section of this report.

METHODS AND PROCEDURES

The three surveys were sent in early March, 1981, to each of the 32 district elementary schools and Parkway for administration to the following subpopulations:

- All 965 school-based elementary teachers
- Entire sixth grade student body totaling 2,956
- 4,390 randomly selected parents of elementary school students

A general framework for evaluating the responses called for two types of analyses. The first was to convert the responses directly to a mean score which is illustrated in this report under the General Attitude heading. The mean then was used throughout this report to indicate the general perceptions of the three subpopulations concerning the twelve Areas measured by the School Climate Survey. Realizing that the various means cannot be compared directly, a relative relationship was established in order to make the second type of analysis. This second method was by way of a conversion to a T score and is described in this report under the Relative Attitude heading. The T scores derived have a mean of 50 and a standard deviation of 10 units. This conversion to

T scores allowed for Areas to be ranked on an expanded scale from low to high when making comparisons among Areas within and across subpopulations. In addition to the analysis of the survey results for 1981, comparisons were made with the results from 1977. These comparisons were made using both general attitude and relative attitude measures.

The following definitions are used in the report:

General Attitude

A mean response of 2.5 to 3.5 is defined to indicate a moderate problem; therefore, the attitudes toward an Area with a mean response in this range are negative.

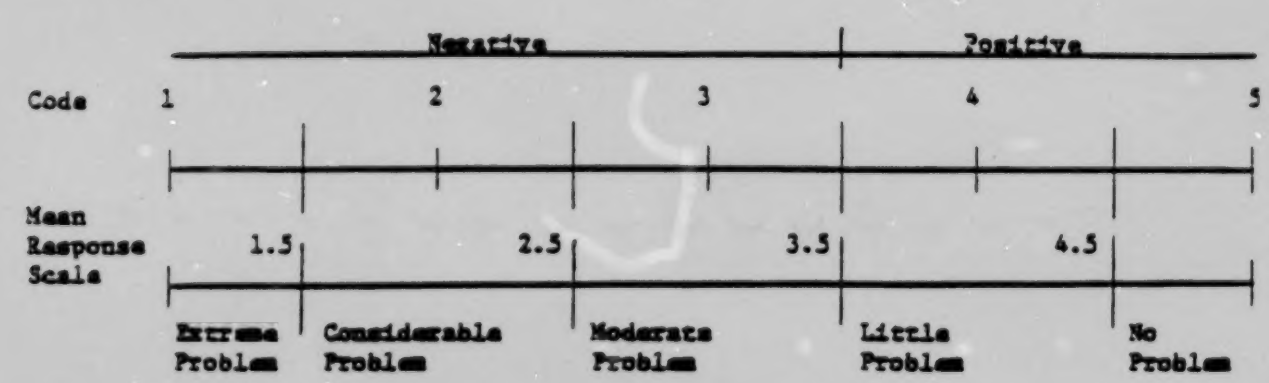
A mean response greater than 3.5 but less than 4.5 is defined to be in the little problem range; thus, the attitudes toward an Area with a mean response in this range are defined as positive.

A response of 4.5 or greater is defined to be no problem at all and, therefore, very positive.

A mean response below 2.5 indicates a considerable problem, and perceptions in that range are defined as negative.

Any mean found to be 1.5 or below represents an extreme problem and very negative perceptions or attitudes.

Graphically these definitions are:



Relative Attitude

A significant difference for the purpose of this report is defined to be a difference of 10 units. Graphically these definitions are:

Relative Mean (T scores)

A T score of 60 and above is defined to indicate a relatively high Area.

A T score of 40 and below is defined to indicate a relatively low Area.

60 Relatively High Area

50

40 Relatively Low Area

This significant difference of 10 units is used both for determining if Areas are positive or negative and for comparisons of the climate perceptions of the different populations by school, over schools and over administrations.

Although individual school data is presented in this report, the intent of the presentation is for the documentation of similarities and discrepancies. Individual reports documenting the responses by each of the subgroups with corresponding comparisons over the two administrations of the Climate Survey were produced for each of the elementary schools. These reports should be examined if more indepth information is required concerning selected schools.

RESULTS

GENERAL ATTITUDE

In summary, the teachers, students and parents surveyed from the 33 elementary schools perceive all Areas measured by the School Climate Survey across the Mesa district in an extremely positive manner (see Summary Table 1, Mean Scores). The mean scores for 1981 in all Areas fell within the "little problem" range of 3.50 to 4.50. Of the 30 mean scores 25 were 4.00 or above. Considering that 5 is the highest score on the response scale, it can be seen that these mean scores are extremely positive.

It can also be seen from Table 1 that the climate perceptions of the three groups did not change significantly from 1977. The mean changes over Areas were 4.14 to 4.17 for teachers, 3.91 to 3.89 for students and parents remained the same at 4.28.

Considering the mean responses by the three groups at each school (Table 2), only 4 of the 98 means fell in the negative range below 3.5. Teachers at 24, students at 12 and parents at 32 of the 33 elementary schools yielded mean responses of 4.00 or greater. Although the overall means remained relatively constant from 1977 to 1981, significant changes were observed at individual schools. The reader is again referred to the individual school reports for further analysis.

TABLE 1
GENERAL PERCEPTIONS BY AREA
MEAN SCORES

	1976-77			1980-81		
	T	S	P	T	S	P
I-School Attractiveness (SA)	--	3.77	--	--	3.85	--
II-Student Characteristics and Student-Student Relationships (SS)	3.99	3.59	4.11	4.06	3.56	4.09
III-Teacher-Student Relationships (TS)	4.39	3.96	4.38	4.39	4.00	4.30
IV-Teacher Characteristics and Teacher-Teacher Relationships (TT)	4.19	4.14	4.27	4.13	4.11	4.30
V-Principal-Student Relationships (PS)	4.29	4.04	4.28	4.43	4.10	4.34
VI-Principal-Teacher Relationships (PT)	4.15	--	--	4.12	--	--
VII-School-Community Relationships (SC)	4.25	4.30	4.35	4.17	4.32	4.38
VIII-Student Issues (SI)	4.13	3.58	4.01	4.22	3.73	4.10
IX-Community Issues (CI)	4.05	--	4.35	4.04	--	4.31
X-Administration Issues (AI)	4.01	3.97	4.27	4.15	4.04	4.30
XI-Facility Issues (FI)	3.61	3.92	4.28	3.67	3.96	4.22
XII-Teacher Issues (TI)	4.47	--	4.52	4.35	--	4.30
Mean Over All Areas	4.14	3.91	4.28	4.17	3.89	4.28

T - Teachers
S - Students
P - Parents

Mean scores greater than 3.50 are defined to be positive.

TABLE 2
GENERAL PERCEPTIONS BY SCHOOL
MEAN SCORES

School*	1976-77			1980-81		
	T	S	P	T	S	P
1	3.80	3.98	4.19	3.97	3.89	4.14
2	4.20	3.88	4.27	3.93	3.18	4.10
3	4.27	4.10	4.33	4.10	3.95	4.20
4	4.23	4.50	4.67	4.58	4.33	4.77
5	4.21	3.64	4.44	4.14	3.81	4.25
6	4.20	3.70	4.39	3.91	3.64	3.96
7	4.20	3.88	3.98	3.96	3.91	4.20
8	3.90	3.60	4.18	4.15	3.87	4.22
9	4.33	4.24	4.35	3.86	4.00	4.11
10	4.12	3.96	4.40	3.91	3.77	4.21
11	3.96	4.00	4.25	3.30	3.60	4.15
12	4.00	3.72	4.20	4.11	3.65	4.13
13	4.28	4.18	4.48	4.40	4.12	4.26
14	4.05	3.33	4.23	3.92	3.48	4.20
15	4.26	3.84	4.23	4.12	3.64	4.21
16	4.40	4.12	4.38	4.36	3.88	4.48
17	4.18	3.91	4.21	3.95	3.60	4.19
18	4.36	4.13	4.37	4.33	4.19	4.33
19	4.26	3.84	4.28	4.18	3.81	4.14
20	4.36	3.72	4.19	4.13	3.89	4.12
21	4.01	4.02	4.34	4.31	4.08	4.11
22	4.11	3.43	4.17	4.40	4.10	4.39
23	4.44	4.38	4.41	4.60	4.02	4.42
24	3.38	4.08	4.03	4.00	3.49	4.02
25	4.02	3.96	4.33	4.21	4.13	4.23

School*	1976-77			1980-81		
	T	S	P	T	S	P
26	--	--	--	4.43	3.79	4.33
27	--	--	--	4.54	4.17	4.46
28	--	--	--	4.30	4.04	4.43
29	--	--	--	4.25	4.42	4.41
30	--	--	--	4.22	3.70	4.31
31	--	--	--	4.65	4.58	4.60
32	--	--	--	4.13	--	4.36
33	--	--	--	4.20	3.92	4.39
District Overall Mean**	4.14	3.92	4.29	4.17	3.90	4.27

T - Teachers
S - Students
P - Parents

Mean scores greater than 3.5 are defined to be positive.

*A random numbering system has been used to denote the 33 subject schools.

**This is a mean over schools, i.e., weighting each school equally. The overall mean previously presented was a weighted mean, weighting by the number of teachers, students or parents.

RELATIVE ATTITUDE

Keeping in mind that the results of the General Attitude were all in a positive range, the survey was subjected to a process which determined those scores that could be perceived as more or less of a problem in a relative sense (see Summary Table 3, T Scores). These results are presented graphically in Figure 1.

All results of the conversion to T scores should be viewed with the understanding that they are a restatement of the previously mentioned positive analysis. When the T score isolates Areas that are termed problem areas due to a variance of 10 units or more, it is only in a relative sense. A review of Summary Table 3 reveals those Areas which were significantly different from the mean of 50 on the low and the high ends of the scale for each subpopulation.

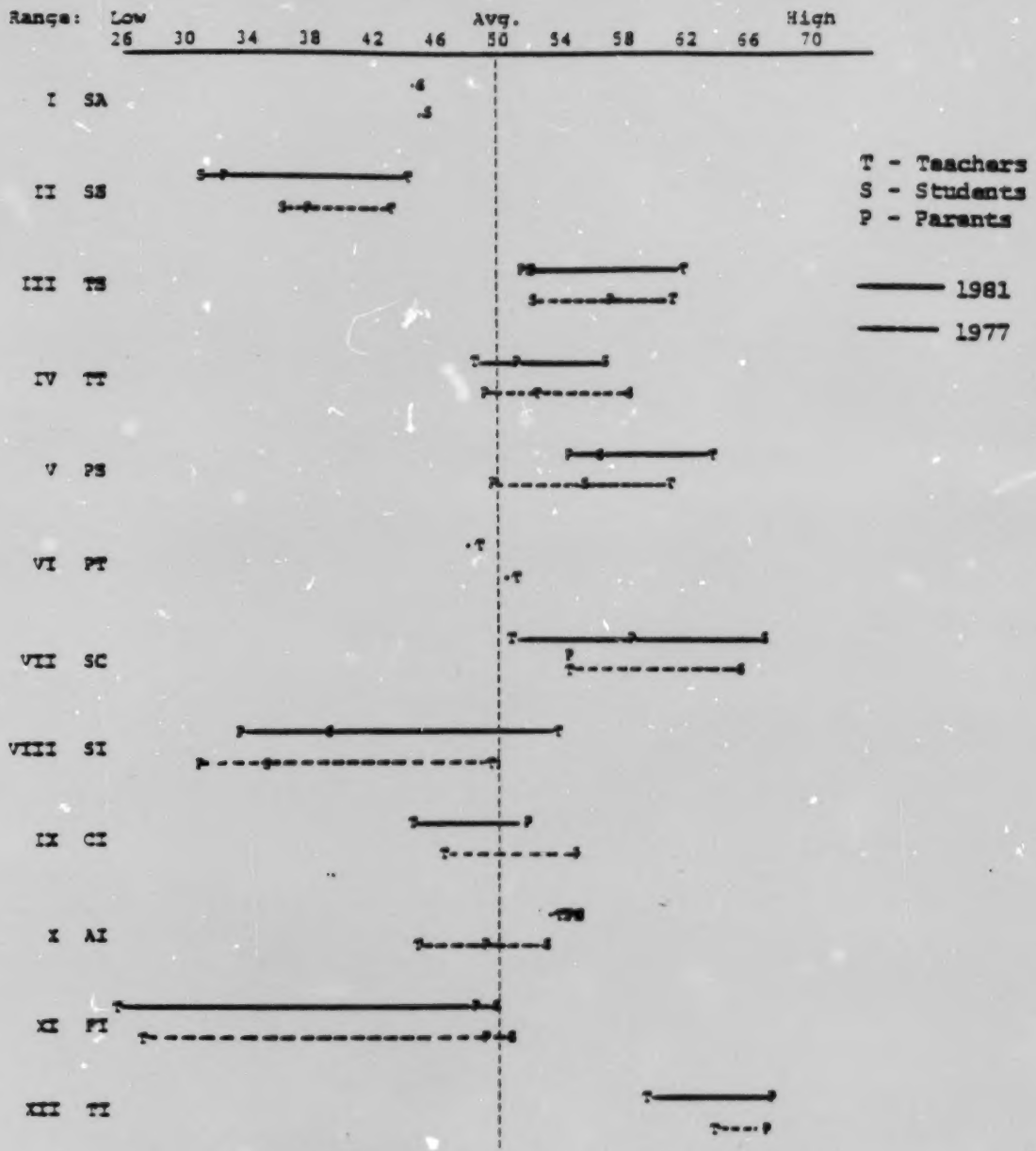
The Low and High areas are presented by subpopulation as follows:

Table 3
Relative Perceptions by Area
Mean T Scores

	1976-77			1980-81		
	T	S	P	T	S	P
I - School Attractiveness (SA)	--	44.6	--	--	44.8	--
II - Student Characteristics and Student-Student Relationships (SS)	43.6	36.3	37.8	44.1	31.1	32.6
III - Teacher-Student Relationships (TS)	61.0	52.2	57.0	61.6	51.8	51.3
IV - Teacher Characteristics and Teacher-Teacher Relationships (TT)	52.3	58.1	49.1	48.5	56.9	51.3
V - Principal-Student Relationships (PS)	56.6	55.4	49.9	63.6	56.5	54.8
VI - Principal-Teacher Relationships (PT)	50.5	--	--	48.0	--	--
VII - School-Community Relationships (SC)	54.9	65.7	54.8	50.7	66.7	58.0
VIII - Student Issues (SI)	49.6	34.7	30.7	53.5	38.9	33.4
IX - Community Issues (CI)	46.2	--	54.8	44.2	--	51.5
X - Administration Issues (AI)	44.4	52.6	49.1	49.9	53.4	50.7
XI - Facility Issues (FI)	27.0	50.6	49.9	25.4	49.9	48.3
XII - Teacher Issues (TI)	64.0	--	66.9	59.5	--	67.9
ABSOLUTE MEAN Over All Areas	4.14	3.91	4.28	4.17	3.89	4.28

T=Teacher
S=Students
P=Parents

Scores ranging from 3.50 or less were established as negative.



I SA - School Attractiveness
II SS - Student Characteristics and Student Relationships
III TS - Teacher-Student Relationships
IV TT - Teacher Characteristics and Teacher Relationships
V PS - Principal-Student Relationships
VI PT - Principal-Teacher Relationships
VII SC - School Community Relationships
VIII SI - Student Issues
IX CI - Community Issues
X AI - Administration Issues
XI FI - Facility Issues
XII TI - Teacher Issues

Figure 1
DISTRICT T SCORE PROFILE
(Elementary School)
12 Areas - High and Low

Table 4

Comparison of Positive and Negative Areas
by Administration

SUBPOPULATION	Relatively Low Area and T score	
	1976-77	1980-81
Teachers	Facility Issues (27.0)	Facility Issues (25.4)
Students	Student Characteristics and Student Relationships (36.3) Student Issues (34.7)	Student Characteristics and Student Relationships (31.1) Student Issues (38.9)
Parents	Student Characteristics and Student Relationships (37.8) Student Issues (30.7)	Student Characteristics and Student Relationships (32.5) Student Issues (33.5)

SUBPOPULATION	Relatively High Area and T Score	
	1976-77	1980-81
Teachers	Teacher-Student Relationships (61.0) Teacher Issues (64.0)	Teacher-Student Relationships (61.0) Principal-Student Relationships (63.6)
Students	School-Community Relationships (65.7)	School-Community Relationships (66.7)
Parents	Teacher Issues (66.9)	Teacher Issues (67.7)

While the overall mean response across the district is positive in all Areas among all populations, some subpopulations tend to view some individual Areas in a more negative or more positive manner which would account for the significantly low and significantly high range of T scores. It is apparent from Table 4 that Student Characteristics and Student Issues are and have been viewed as relatively significant problems by students and parents. With respect to Student Characteristics, the students found the specific problems to be:

Groups of students who fight or who are unfriendly to other groups

The number of students who don't like to go to school

The number of students who don't do their school work

Under Student Issues, the students had problems with:

Students who curse while at school

Vandalism

Cheating

Threats of being hurt

The parents found specific problems under Student Characteristics to be:

The way students get along with one another

The number of students who don't like going to school

Friction or hostility between groups of students

Under Student Issues, the parents had problems with:

Vandalism

Theft

Profanity

By contrast, teachers do not view these as problem Areas but do view Facility Issues as negative, which students and parents do not. The main concern of teachers with this Area was:

Class size

It is felt that this discrepancy between the students' and parents' perceptions and those of teachers is an important finding. This discrepancy holds true not only for the above Areas but for a number of others as well.

Table 5 presents a summary of teacher, student and parent climate perceptions by school and Area. Only significant differences, ten units or more, are noted. It can be seen from Table 5 that certain Areas are uniform problems over schools. Some, however, are unique to certain schools and should be investigated further. The reader is again referred to the individual reports.

Table 5
Significant Areas, Negative in 1981 or Decrease from 1977

	Teacher Perceptions						Teacher Characteristics and Teacher Behaviors						Teacher-Student Interactions						Teacher Characteristics and Teacher Behaviors						Principal-Teacher Interactions						Principal-Teacher Interactions					
	1981			1977 vs 1981			1981			1977 vs 1981			1981			1977 vs 1981			1981			1977 vs 1981			1981			1977 vs 1981			1981			1977 vs 1981		
School	T	S	P	T	S	P	T	S	P	T	S	P	T	S	P	T	S	P	T	S	P	T	S	P	T	S	P	T	S	P	T	S	P	T	S	P
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3		*						*														*									*			*		
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*Indicates a significant difference. For 1981 data, * is used to indicate if the Area has a T score of 40 or less. For 1977 versus 1981, * is used to indicate a decrease of 10 units.

Table 5
Significant Areas, Negative in 1981 or Decrease from 1977 (continued)

School	Interpersonal Relationships 1981 T	S	P	1977 vs 1981 T	S	P	Student Issues 1981 T	S	P	1977 vs 1981 T	S	P	Community Issues 1981 T	S	P	1977 vs 1981 T	S	P	Administration Issues 1981 T	S	P	1977 vs 1981 T	S	P	Facility Issues 1981 T	S	P	1977 vs 1981 T	S	P	Climate Issues 1981 T	S	P	1977 vs 1981 T	S	P
1	*			*				*	*				*			*										*								*		
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*Indicates a significant difference. For 1981 data, * is used to indicate if the Area has a T score of 40 or less. For 1977 versus 1981, * is used to indicate a decrease of 10 units.

CONCLUSIONS AND RECOMMENDATIONS

Overall the results of the 1981 Climate Survey showed the perceptions of teachers, students, and parents in the Mesa elementary schools to be extremely positive. The overall results were also quite similar to those obtained in 1977. Even though the overall attitudes of the populations were found to be positive, there were Areas pinpointed in a relative sense as more significant problems than other Areas. For the teachers, the one extreme problem area was Facility Issues with class size being the major contributor to this perception. For the students, two Areas were found to be at the extreme low end, Student Characteristics-Student Relationships and Student Issues. The parent group concurred with the perceptions of the students. It is felt to be a significant finding that the Areas found to be major problems by the students and parents were not found to be problems by the teachers. By contrast, the one Area indicated as a significant problem by the teachers was not indicated to be a problem by the students and parents. A second finding of interest is that the perceptions of the teachers for a number of Areas is getting further away from the perceptions of the students and the parents.

A third major finding of the Climate Survey is the identified potential problem areas by school for given populations. These Areas have been identified and shared with the principals in individual Tech Memos. Refer to Elementary School Climate Survey - 1980-81, June 9, 1981, for information on individual schools.

It appears from the findings of the 1981 Climate Survey and the comparison of these survey results with those from 1977 that a number of steps could be taken to attack the potential problem areas identified. The results leave little doubt that both the students and parents are greatly concerned with Student Characteristics—Student-Student Relationships. The items that are used to measure this Area relate to the interpersonal relationships among individuals, groups, and students of different ethnic backgrounds (i.e., the way the students get along with one another) and the attitude of the students toward their school and work (i.e., bored, uncooperative, don't like school). The same is true of the Climate Area, Student Issues. The items that relate to this Area concern aspects of student behavior (i.e., cutting classes, dropouts, underachievement) and social conditions (drugs, delinquency) which can create problems within a school. In contrast, the teachers do not perceive this to be one of the Areas for which they have negative concerns in a relative sense. It is recommended that action be taken to attack the perceived problems of students and parents under these two Climate Areas. Any process designed to alleviate the problems in these Areas should involve the teachers. In so doing, it is hoped that the teachers will gain a more indepth insight into

the concerns of the students and parents in these Areas. This in the long run will assist in the alleviation of these potential problem areas. A second recommendation is that all information from the Climate Survey be shared with teachers, in particular, that information concerning the perceptions of students and parents. As the teachers move further and further away from the concerns of students and parents, the total climate of the school will have to be the loser. The more in-tune teachers are to the concerns of students and parents through the sharing of mutual concerns, the better the climate will be at each individual school and throughout the district.

A third recommendation is that the climate patterns or perceived patterns as identified by teachers, students, and parents at each school be investigated. Assistance should then be given to individual schools to further identify the specifics of the potential problem and further assistance given to alleviate these potential problem areas. An example of the use of this information would be the information for school 3 (a random number). The information from the Climate Survey indicated that there were perceived problems by the students under Student-Student Relationships and School Attractiveness. The parents viewed Student Issues negatively while the teachers viewed Facility Issues and Principal-Teacher Relationships negatively. In particular, the students felt that under Student-Student Relationships, there were a number of students who didn't like going to school. There were also a number of students who didn't do their school work and groups of students who fight or who are unfriendly to other groups of students. Under

School Attractiveness the students felt that not enough school activities were offered. The parents under Student Issues were concerned about vandalism, theft and profanity. The teachers under Facility Issues were concerned with class size. Under Principal-Teacher Relationships the teachers viewed negatively the way the principal gets along with the teachers, the way the principal handles staff conflicts and the amount of teacher time taken up by nonteaching activities.

School 3 seemed to have a problem, as perceived by students, under School Attractiveness and, in particular, the offerings of after-school activities: It could be that students do not know the offerings or there simply are no offerings. In either case some action could be taken to involve the students and parents in such activities and/or the development of activities. This does not seem to be the case in the majority of other schools where the students did not indicate this as a problem area. Again, referring to school 3, it appeared that there was a problem as viewed by teachers in Principal-Teacher Relationships. This certainly should be investigated further and attempts should be made to assist the principal and the teachers in working out any potential problems whether they be simply perceived problems or actual problems. The general recommendations noted above could be used to attack Student-Student Relationships and Student Issues. This same sharing process may in turn alleviate some of the teachers' negative perceptions concerning Facility Issues. It certainly is not a totally uniform perception of teachers as the perceptions of teachers at 5 of the elementary schools were not negative.

It cannot be stated strongly enough that the overall climate in the elementary schools in Mesa as viewed by teachers, students, and parents is overwhelmingly positive. There are certain Areas of concern which are uniform over schools and other Areas which are unique to individual schools. Through the use of the information presented in this report and in the individual reports shared with the school principals it is anticipated that procedures will be established which further identify and specify the specific causes of the negative perceptions of the groups and that further procedures be established and implemented to alleviate these problem areas.

INTRODUCTION

The Department of Research and Evaluation has been tasked to furnish clear, concise, and timely information to decision makers who in turn will use the information to arrive at functional decisions for the benefit of the students. To accomplish this goal, Research and Evaluation has set up procedures for collecting information delineating each school's demographic, academic aptitude and achievement characteristics and presents this information by school, selected subgroups, and district in the annual report, The Mesa School Profile.

This information, however, was limited to cognitive and demographic characteristics and has lacked the affective dimensions. Recognizing the need for more inclusive information, it was decided in meetings with the Associate Superintendent, Dr. James Zaharis, to seek a means for gathering data on some of the affective aspects of the schools. A search was made and revealed the results of a study conducted by the Human Resources Research Organization (HumRRO).

Under the HumRRO project, instruments were developed to obtain the perceptions of the students, the staff, and the principal of a school about a variety of potential school problem areas. Designed for junior high and high school use, the instruments were pilot tested in 50 junior high schools in six states by HumRRO and found to be reliable, valid, and, equally important, useful.

The instruments yielded information which was capable of discriminating among problem areas within schools and differentiating between schools. Items on the survey were intended to screen for problems but did not specify the exact nature of the problem. Another attribute of the HumRRO instruments included a design which allowed the survey items to be clustered into 12 Areas.

Two of the HumRRO questionnaires, "School Problem Area Survey," those for the staff and for the student, were modified in content and language for use in the elementary schools of the Mesa School District. A survey for the parents paralleling that of the students and teachers was also developed. It is strongly felt by the Mesa Public Schools that input from students, parents and teachers is of vital importance for the efficient and effective management of the educational process. Information is solicited continually in an informal manner but must also be collected formally to insure its reliability. The intent of the Climate Survey is then to be one of the formal methods used by the district to solicit and quantify this information.

The three surveys were first administered in early March, 1977. It is believed that March is an appropriate date since enough time had elapsed to allow the subpopulations to form perceptions regarding the school climate. In addition, there would be less interference at this time with the usual school year. The second administration of the surveys was in 1981, again in early March. The thrust of this report is to both

document the current climate perceptions of the three publics and compare them with the climate perceptions of similar publics in 1977.

METHODS AND PROCEDURES

Development of Instruments

As previously stated, the HumRRO questionnaires were intended for use at the junior-senior high levels but were adapted and used by the district at the elementary level.

These three adapted forms are:

- Elementary School Teacher Climate Survey
- Elementary School Parent Climate Survey
- Elementary School Student Climate Survey

Like HumRRO surveys, the items on the district forms also solicited input concerning the same 12 Areas.

The items comprising the 12 Areas are summarized as follows:

Area I - School Attractiveness (SA)

Items relate to the general school environment (i.e., the way the school is run, noise level, after school activities and school spirit.)

Area II - Student Characteristics - Student-Student Relationships (SS)

Items relate to the interpersonal relationships among individuals, groups and students of different ethnic backgrounds (i.e., the way the students get along with one another) and the attitude of students toward their school and work (i.e., bored, uncooperative, don't like school).

Area III - Teacher-Student Relationships (TS)

Items relate to the social atmosphere or general feeling in the classroom and the human relations between the

teachers and the students (i.e., mutual respect of teachers and students, concern about students' problems and the treatment of students by teachers).

Area IV - Teacher Characteristics - Teacher-Teacher Relationships (TT)

Items relate to the interpersonal relationships among the staff teachers (i.e., communication, cooperation) and their general attitudes toward teaching.

Area V - Principal-Student Relationships (PS)

Items relate to the interpersonal relationships of principals and students and policies regarding student behavior, reporting of student progress and students with special educational needs.

Area VI - Principal-Teacher Relationships (PT)

Items relate to how the principal and teachers get along (communication and cooperation) and the way staff conflict and teacher evaluation is handled by the principal.

Area VII - School-Community Relationships (SC)

This area pertains to the interpersonal relationships between teachers and parents (the way they get along), the general attitude and feelings the community has toward the school (community interest, satisfaction) and parents' feelings toward school policies.

Area VIII - Student Issues (SI)

Items relate to aspects of student behaviors (i.e., cutting class, dropout, underachievement) and social conditions (drugs, delinquency) which can create problems with a school.

Area IX - Community Issues (CI)

Area pertains to socio-economic conditions of the community that affect the student body (student poverty, ethnic tensions and transient students).

Area X - Administration Issues (AI)

Items in this area pertain to various aspects of school policies and procedures such as discipline, dress code, and school services (counseling, remedial, nurse, gifted).

Area XI - Facility Issues (FI)

Items pertain to the conditions of the building and/or grounds and class size.

Area XII - Teacher Issues (TI)

Area relates to teacher turnover and absenteeism.

The majority of items on each of the three modified surveys, student, parent and teacher, were comparable. Some items were unique and, therefore, had no counterpart in the other surveys. This occurred if the respondent groups could not reasonably be expected to be informed on the subject. A tabulation of items by Area for each questionnaire is presented in Appendix A indicating which items are common to the teacher, parent and student questionnaires and which are unique.

After the surveys were initially revised by the Research and Evaluation Department, they were processed as follows:

1. Reviewed by a committee of elementary principals and central office administrators and modified accordingly.
2. Reviewed and changed by a committee of teachers.
3. Pilot tested with a group of sixth grade students and revised.
4. Reviewed again by elementary principals and central office administrators with final changes incorporated into the instruments.

No changes in the instruments were made after the 1977 administration. The reason for this was twofold. First, it is the intent of the superintendency to institute a process by which climate information is collected in a systematic and periodic manner. Second, and most importantly, the instruments appeared from the input of the populations sampled to meet the designed need.

Sampling

The sampling procedures used in 1981 followed those used in the 1977 administration. The three survey questionnaires were sent in early March, 1981, to each of the 33 district elementary schools for administration to the following populations:

- All 965 school-based elementary teachers
- Entire 6th grade student body totaling 2,956
- 4,390 randomly selected parents of elementary school students

One area which differed from the 1977 survey was the number of parent surveys sent. It was found in the initial survey that the number of parent surveys returned was somewhat small. This was especially true for the smaller schools. Therefore, the number of parent surveys sent were more than doubled for 1981.

The 6th grade students were selected as the student sample because they are probably the best informed and have a more mature perspective about the school than students at lower grade levels.

Statistical

General

A general framework for evaluating the responses calls for two types of analyses. The first was to convert the overall responses directly to a mean score as illustrated under the General Attitude heading below. The mean then is used throughout this report to indicate the general perceptions of the three populations concerning the 12 Areas of the school climate. Realizing that the various means cannot be compared directly, a relative relationship was established in order to make the second type of analysis. This second method was by way of a conversion to a T score and will be noted throughout the report as a Relative Attitude. This conversion to T scores allows for comparisons among Areas within and across subpopulations.

General Attitude

Given the information collected from the three populations, (i.e., teachers, students and parents), a number of separate analyses were performed. The most important of these analyses is the one needed to determine the general perception of these populations across the 12 Areas. To do this the questionnaires were summarized by:

1. subpopulation for each Area by school
2. subpopulation for each school
3. subpopulation by Area combining all schools
4. subpopulation by school combining all Areas

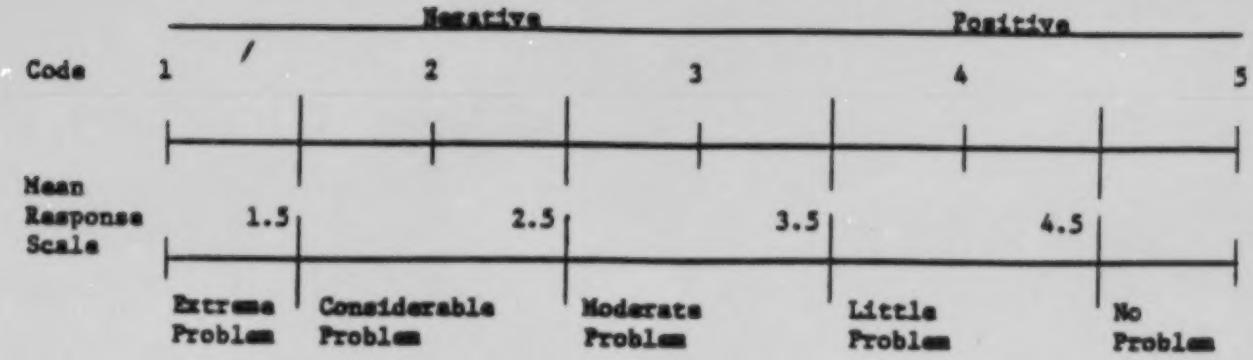
The combined subpopulations over schools yielded a general district perception for each of the subpopulations by Area. A mean response was then determined by coding the responses as follows:

Statement (a)	Code (b)	Responses Per Code (c)	Column b x c
No Problem At All	5		
Little Problem	4		
Moderate Problem	3		A weighted mean was then determined.
Considerable Problem	2		
Extreme Problem	1		

Therefore, the closer a mean is to 5, the more positive the average response to that given item. For the purpose of interpreting the data, operational definitions were developed as follows:

> A mean response of 2.5 to 3.5 is defined to indicate a moderate problem; therefore, the attitudes toward an Area with a mean response in this range are negative.
>
> A mean response greater than 3.5 but less than 4.5 is defined to be in the little problem range; thus, the attitudes toward an Area with a mean response in this range are defined as positive.
>
> A response of 4.5 or greater is defined to be no problem at all and, therefore, very positive.
>
> A mean response below 2.5 indicates a considerable problem, and perceptions in that range are defined as negative.
>
> Any mean found to be 1.5 or below represents an extreme problem and very negative perceptions or attitudes.

Graphically these definitions are:



To explain further, when analyzing the summarized responses to this survey, responses that fall in the Moderate Problem category are suspect; that is, one would have to assume that this should be identified as an Area of Concern. While it may not be of immediate concern, it is an Area which could develop into a serious problem at a later time. For example, if the mean response concerning the School-Community Relationships was perceived by the parents as falling in the Moderate Problem category, one would infer that not enough positive action is being taken by the schools to enhance this relationship.

Relative Attitude

In this section, the discussion is directed toward the relative relationships of the attitudes expressed by the three populations concerning school climate. By this is meant, given the 12 Areas, how do they compare with each other based on the general perceptions of the respondents? In order to compare the Areas, a T score was developed which takes the responses and, by way of an average, translates the "means" of each of the Areas into a common score based on a mean of 50 with a standard deviation of 10 points or units.

In the previous section, the intent was to determine if the average or mean response was positive or negative; in this section, the purpose is directed toward determining which Areas are perceived as more or less of a problem in a relative sense. It could be that in the previous analysis all of the Areas were perceived as potential problem Areas or all of the Areas were perceived not to be potential problem Areas. The task is then to determine the relative relationships among these Areas given the previous results. That is, a priority is established among the Areas but these priorities should be viewed contingent upon the results of the previous analysis.

Because the mean was established at 50, any T score ranging from 50 upwards indicates an increasingly positive (relative) attitude; while scores ranging from 50 downwards indicate an increasingly less positive perception. This method is used to determine the relative relationships among the twelve Areas. It allows comparisons not only among teachers, parents, and students, but by Areas within these subsamples. If this conversion is not done, comparisons among subpopulations would be similar to comparing apples and oranges, for it is quite possible that the general mean and variability within a subpopulation is significantly different from that of another subpopulation.

A significant difference for the purpose of this report is defined to be a difference of 10 units or one standard deviation. Graphically these definitions are:

Relative Mean (T scores)

A T score of 60 and above is defined to indicate a relatively high Area.

A T score of 40 and below is defined to indicate a relatively low Area.

60 Relatively High Area

50

40 Relatively Low Area

This significant difference of 10 units is used both for determining if Areas are positive or negative and for comparisons of the climate perceptions of the different populations by school, over schools and over administrations.

Comparisons Among Populations

Using the T scores as defined, comparisons were made among the subpopulations for each individual Area measuring the general school climate. Through the use of the T score it was felt that these comparisons could be made with a reasonable degree of validity. Again, significant differences were defined to be those differences which were greater than 10 units or one standard deviation. The comparisons made were the perceptions of:

teachers vs. students

teachers vs. parents

students vs. parents

Comparisons Among Schools

It is not the intent of this report to deal with the perceived climates at each of the subject schools in depth. However, it is an integral part of the analysis that differences among

schools be identified; therefore, comparisons were made to determine the variability concerning perceived school climate among the schools. The results of the data from each school were analyzed and sent to each school under separate cover.

RESULTS

General Attitude

Discussion

When considering a climate survey such as the one being analyzed in this report, the question arises concerning actual vs. perceived problems. It certainly is the case that the attitude being solicited is a true attitude. It is also true that the responses made are the respondent's perceptions. However, if the attitude of a given subpopulation is negative, no matter if the cause of the problem is only in perception, this is a problem as much as if an actual problem exists.

Quite often a perceived area of concern is more easily dealt with than an actual problem. If the teachers perceive that there is a lack of communication between them and the principal and the principal has an open door policy to the teachers, this would be considered a perceived problem on the teachers' part. It could be that the principal would only have to publicize his policy to alleviate this area of concern. If, however, the teachers indicate an area of concern that the physical plant is not conducive to instruction, this could be an actual problem and one not so easily dealt with.

When examining the results of this climate survey the reader should keep in mind that what is being presented is perceived problems by subpopulation and as such may or may not exist. This is not to say they should not be addressed by the staff, but that they may be alleviated with little effort once identified. The mean scores by Climate Area and subgroup are given in Table 1.

Teachers

Completed surveys were received from 856 (89%) of the teachers surveyed. The response rate was similar to that in the 1977 survey where the corresponding values were 568 and 84%. From their responses, it can be assumed that the teachers perceive the school climate across the Mesa district in a positive manner. The absolute mean score of 4.17 falls in the "Little Problem" or positively defined range. This figure is almost identical to the 4.14 absolute mean teacher response in 1977.

The teachers were asked to respond to eleven of the twelve Areas. The mean scores for all the Areas fell within the "little problem" range of 3.5 to 4.5 which indicates few problems and a positive attitude toward each of the Areas of the school climate. The same finding was evident in 1977. The mean range of responses for the two administrations decreased somewhat from 1977, where it was 3.61 to 4.47 versus 3.67 to 4.43 in 1981. The low Area was identical over the two administrations, Facility Issues.

TABLE 1
GENERAL PERCEPTIONS BY AREA
MEAN SCORES

	1976-77			1980-81		
	T	S	P	T	S	P
I-School Attractiveness (SA)	--	3.77	--	--	3.85	--
II-Student Characteristics and Student-Student Relationships (SS)	3.99	3.59	4.11	4.06	3.56	4.09
III-Teacher-Student Relationships (TS)	4.39	3.96	4.38	4.39	4.00	4.30
IV-Teacher Characteristics and Teacher-Teacher Relationships (TT)	4.19	4.14	4.27	4.13	4.11	4.30
V-Principal-Student Relationships (PS)	4.29	4.04	4.28	4.43	4.10	4.34
VI-Principal-Teacher Relationships (PT)	4.15	--	--	4.12	--	--
VII-School-Community Relationships (SC)	4.25	4.30	4.35	4.17	4.32	4.38
VIII-Student Issues (SI)	4.13	3.58	4.01	4.22	3.73	4.10
IX-Community Issues (CI)	4.05	--	4.35	4.04	--	4.31
X-Administration Issues (AI)	4.01	3.97	4.27	4.15	4.04	4.30
XI-Facility Issues (FI)	3.61	3.92	4.28	3.67	3.96	4.22
XII-Teacher Issues (TI)	4.47	--	4.52	4.35	--	4.50
Mean Over All Areas	4.14	3.91	4.28	4.17	3.89	4.28

T - Teachers
S - Students
P - Parents

Mean scores greater than 3.50 are defined to be positive.

Students

Completed student responses totaled 2,683 (91%). These figures compare to 1,870 and 83% in 1977. Analysis of the data revealed that the students surveyed have a generally positive attitude toward the district elementary schools as indicated in the absolute mean of 3.89. The absolute student mean was 3.91 in 1977 with a change of only -.02. Five of the Areas ranged at the upper end of the scale from 4.00 to 4.32 while only one of the Areas (Student Characteristics-Student Relationships) ranged at the lower end of the positive scale with a mean score of 3.56 as presented in Table 1. These figures changed somewhat from those found in 1977. The change was in a positive direction with only three Areas in the upper end of the scale and two Areas in the lower end in 1977. The mean range of responses for both administrations was quite consistent, 3.58 to 4.30, in 1977 versus 3.56 to 4.32 in 1981. The high Area was identical over the two administrations, School-Community Relationships.

Parents

Two thousand four hundred and eleven (55%) of the parent population surveyed responded to the questionnaire. This was a considerably higher return rate than the 656 or 39% received in 1977. Based on their overall mean response (4.28), the same as in 1977, it can be assumed that parents perceive the school climate throughout the district in a positive manner. In fact, the ten Areas covered in the parent survey had means ranging from 4.09 to 4.50. The one Area rated very highly was Teacher Issues (4.50) which fell into the "no problem" range. This was also the Area rated the highest in 1977, 4.52. The range

of mean responses was somewhat larger in 1977, 4.01 to 4.52.

Schools

Teachers and parents from all 33 elementary schools responded to the Climate Survey. Students from 32 of the schools were surveyed. Parkway students were not asked to respond. Twenty-five schools responded in 1976-77. Seven schools are new since that time and Parkway was not included in the 1977 survey. The absolute mean responses for each population surveyed by each school are presented in Table 2. Means are presented for both 1977 and 1981. The mean change between the two administrations is presented in Table 3. It should be kept in mind when reviewing this data that a number of changes in attendance patterns have taken place during this period of time. Five new schools have been opened, Lehi was sharing a facility in 1977 and Franklin's attendance area is now totally open.

The overall mean responses to the Climate Survey in 1981 as in 1977 are, with few exceptions, extremely positive. For the teachers, the mean responses ranged from a low of 3.30 which fell into the moderate problem range, to a high of 4.65. With the one exception, all schools had mean teacher responses above 3.90, i.e., a positive mean response. Considering that 5 is the highest score on the response scale, it can be seen that these are extremely positive responses. The student responses for 1981 in total follow a similar pattern. The overall mean, however, is somewhat lower than that of the teachers and the parents. All but three schools had mean student responses above 3.5 or in the positive range. Two of the three schools

TABLE 2
GENERAL PERCEPTIONS BY SCHOOL
MEAN SCORES

School*	1976-77			1980-81		
	T	S	P	T	S	P
1	3.80	3.98	4.19	3.97	3.89	4.14
2	4.20	3.88	4.27	3.93	3.18	4.10
3	4.27	4.10	4.33	4.10	3.95	4.20
4	4.23	4.50	4.67	4.58	4.33	4.77
5	4.21	3.64	4.44	4.14	3.81	4.25
6	4.20	3.70	4.39	3.91	3.64	3.96
7	4.20	3.88	3.98	3.96	3.91	4.20
8	3.90	3.60	4.18	4.15	3.87	4.22
9	4.33	4.24	4.35	3.86	4.00	4.11
10	4.12	3.96	4.40	3.91	3.77	4.21
11	3.96	4.00	4.25	3.30	3.60	4.15
12	4.00	3.72	4.20	4.11	3.65	4.13
13	4.28	4.18	4.48	4.40	4.12	4.26
14	4.05	3.33	4.23	3.92	3.48	4.20
15	4.26	3.84	4.23	4.12	3.64	4.21
16	4.40	4.12	4.38	4.36	3.88	4.48
17	4.18	3.91	4.21	3.95	3.60	4.19
18	4.36	4.13	4.37	4.33	4.19	4.33
19	4.26	3.84	4.28	4.18	3.81	4.14
20	4.36	3.72	4.19	4.13	3.89	4.12
21	4.01	4.02	4.34	4.31	4.08	4.11
22	4.11	3.43	4.17	4.40	4.10	4.39
23	4.44	4.38	4.41	4.60	4.02	4.42
24	3.38	4.08	4.03	4.00	3.49	4.02
25	4.02	3.96	4.33	4.21	4.13	4.23

School*	1976-77			1980-81		
	T	S	P	T	S	P
26	--	--	--	4.43	3.79	4.33
27	--	--	--	4.54	4.17	4.46
28	--	--	--	4.30	4.04	4.43
29	--	--	--	4.25	4.42	4.41
30	--	--	--	4.22	3.70	4.31
31	--	--	--	4.65	4.58	4.60
32	--	--	--	4.13	--	4.36
33	--	--	--	4.20	3.92	4.39
District Overall Mean**	4.14	3.92	4.29	4.17	3.90	4.27

T - Teachers
S - Students
P - Parents

Mean scores greater than 3.5 are defined to be positive.

*A random numbering system has been used to denote the 33 subject schools.

**This is a mean over schools, i.e., weighting each school equally. The overall mean previously presented was a weighted mean, weighting by the number of teachers, students or parents.

Table 3
Difference in Overall Mean
Perception by School

School*	Change		
	T	S	P
1	+.17	-.09	-.05
2	-.27	-.70	-.17
3	-.17	-.15	-.13
4	+.35	-.17	+.10
5	-.07	+.17	-.19
6	-.29	-.06	-.43
7	-.24	+.03	+.22
8	+.25	+.27	+.04
9	-.47	-.24	-.24
10	-.21	-.19	-.19
11	-.66	-.40	-.10
12	+.11	-.07	-.07
13	+.12	-.06	-.22
14	-.13	+.15	-.03
15	-.14	-.20	-.02
16	-.04	-.24	+.10
17	-.23	-.31	-.02
18	-.03	+.06	-.04
19	-.08	-.03	-.14
20	-.23	+.17	-.07
21	+.30	+.06	-.23
22	+.29	+.67	+.22
23	+.16	-.36	+.01
24	+.62	-.59	-.01
25	+.19	+.17	-.10
Mean Change	+.03	-.02	-.02

T = Teachers
S = Students
P = Parents

that had means below 3.5 were just below with values of 3.48 and 3.49. The one school with a mean response that fell into the moderate problem range had a mean of 3.18. This contrasts with the school with the highest student mean response of 4.58. All parent mean responses by school fell into the positive range. The distribution of mean responses was from a low of 3.96 to a high of 4.60. Again, considering that the highest possible mean value if all respondents indicated no problem to all areas is 5, it can be seen that these are extremely positive responses.

The district mean scores remain relatively constant from 1977 to 1981. This, however, was not true of the individual schools (see Table 3). Though the mean change districtwide for teacher was .03, for students -.02 and parents -.02, significant changes were observed for individual schools. It is interesting to note that these changes are not consistent among the groups sampled. Where a given school might have seen the greatest positive change for teachers, this change was not necessarily mirrored by students or parents. As further evidence of this, correlations were run between the change scores of the teachers, students and parents for the twenty-five schools on which information was available. None of these correlations were significant. They varied from .33 between the change scores of teachers and parents to .22 between teachers and students. The largest positive teacher change was observed at school 24 (a randomly assigned number) where an increase of .62 was observed from 1977 to 1981. The largest negative change occurred at school 11 with a decrease of .66. For the student

population the school showing the greatest positive increase was school 22 with .67 and the largest decrease, school 2, with .70. For the parent groups the changes were not as great; schools 7 and 22 show the greatest positive change .22 and school 6 the largest negative change of .43.

Climate Areas

As discussed in the previous subsections, when the sampled groups are combined over Climate Areas for the total district, there is not a significant change in the mean responses from the 1977 administration to the 1981 administration. This was true for all three groups, teachers, students and parents. There were, however, some relatively large changes when one examines the mean responses by Area for the two administrations of the survey. The absolute mean responses for each population surveyed by Climate Area are presented in Table 5. Means are presented for both 1977 and 1981. Table 4 shows the mean change between the two administrations.

It can be seen from Table 4 that the changes in perceived attitude of teachers varied from an increase of 0.14 to a decrease of 0.12. The Climate Area showing the greatest increase was Area V - Principal-Student Relationships. The Area showing the largest decrease as perceived by teachers was the Area of Teacher Issues which decreased 0.12. The mean student responses indicating their perceived attitudes changed from a positive increase for Student Issues of 0.15 to a decrease of 0.03 for Student Characteristics and Student-Student Relationships and Teacher Characteristics and Teacher-Teacher Relationships. The largest increase indicated for the parent population was for Climate Area VIII - Student Issues, with an increase of 0.09. The largest decrease for a given Climate Area was for Teacher-Student Relationships which decreased 0.08.

Table 4
Difference in Overall Mean
Perception by Climate Area

	Change		
	T	S	P
I-School Attractiveness (SA)	--	.08	--
II-Student Characteristics and Student-Student Relationships (SS)	.07	-.03	-.02
III-Teacher-Student Relationships (TS)	0	.04	-.08
IV-Teacher Characteristics and Teacher-Teacher Relationships (TT)	-.06	-.03	.03
V-Principal-Student Relationships (PS)	.14	.06	.06
VI-Principal-Teacher Relationships (PT)	.03	--	--
VII-School-Community Relationships (SC)	-.08	:02	.03
VIII-Student Issues (SI)	.09	.15	.09
IX-Community Issues (CI)	-.01	--	-.04
X-Administration Issues (AI)	.14	.07	.03
XI-Facility Issues (FI)	.06	.04	-.06
XII-Teacher Issues (TI)	-.12	--	-.02
MEAN CHANGE OVER ALL AREAS	0.03	-0.02	0

T = Teachers
S = Students
P = Parents

Although significant changes were observed from the 1977 administration to the 1981 administration, overall, the attitudes as measured by the Climate Survey Areas remain extremely positive. For the teacher group, no Area received a mean score lower than 3.5, that defined to be negative (Table 5). The closest Area to the 3.5 cut off point was Facility Issues with a mean of 3.67. Other than that given Area, all remaining Climate Areas received mean scores by the teachers of greater than 4.0. The students also had positive mean scores for all Climate Areas. All Areas received mean scores above 3.5. Only four Areas fell below a mean score of 4.00. The parent group, as with the earlier administration, was the group with the highest attitude as measured by the Climate Survey. They had no means below 4.00 for any of the Areas measured by the survey.

Table 5
District General Perceptions by Area
Mean Scores

	1976-77			1980-81		
	T	S	P	T	S	P
I - School Attractiveness (SA)	--	3.77	--	--	3.85	--
II - Student Characteristics and Student-Student Relationships (SS)	3.99	3.59	4.11	4.06	3.56	4.09
III - Teacher-Student Relationships (TS)	4.39	3.96	4.38	4.39	4.00	4.30
IV - Teacher Characteristics and Teacher-Teacher Relationships (TT)	4.19	4.14	4.27	4.13	4.11	4.30
V - Principal-Student Relationships (PS)	4.29	4.04	4.28	4.43	4.10	4.34
VI - Principal-Teacher Relationships (PT)	4.15	--	--	4.12	--	--
VII - School-Community Relationships (SC)	4.25	4.30	4.35	4.17	4.32	4.38
VIII - Student Issues (SI)	4.13	3.58	4.01	4.22	3.73	4.10
IX - Community Issues (CI)	4.05	--	4.35	4.04	--	4.31
X - Administration Issues (AI)	4.01	3.97	4.27	4.15	4.04	4.30
XI - Facility Issues (FI)	3.61	3.92	4.28	3.67	3.96	4.22
XII - Teacher Issues (TI)	4.47	--	4.52	4.35	--	4.50
MEAN Over All Areas	4.14	3.91	4.28	4.17	3.89	4.28

T=Teacher
S=Students
P=Parents

Mean scores greater than 3.50 are defined to be positive.

Relative Attitude

Discussion

In the previous section, the discussion was directed toward the general attitude of each subpopulation regarding each of the 12 Climate Areas as well as overall means by subpopulation by school. The intent of the analysis was to determine if the average or mean response for a given subpopulation by Area and by school was positive or negative and to what extent did this response change from 1977 to 1981.

By utilizing the aforementioned T score process, this section will present comparisons between each of the populations sampled and schools to determine if the response to the twelve Areas are significantly different based on the perception of the subpopulation. The T scores will also be used to compare populations and and individual schools over the two administrations.

It should again be noted that the perceptions or attitudes of the subpopulations toward the 12 Areas were positive and therefore when Areas are pointed to as being ranked low or high these Areas are pointed to as being ranked low or high in a relative sense. That is, they fall at the lower end of the scale as compared to the other Areas. The results of the data analysis when presented in this manner can be used to determine which Areas could conceivably be more or less of a problem and is this problem consistent over populations and schools.

Again, significant differences are defined to be those differences which were greater than 10 T score units or one standard deviation. The T scores are shown by Area in Table 6.

Teachers

When comparing teachers' perceived concerns within the eleven Areas of the school climate, significant differences were found in T scores of three Areas (see Table 6).

Two of the Areas, Teacher-Student Relationships (61.6) and Principal-Student Relationships (63.6), were over 10 units above the mean (50) and therefore defined to be significant in a positive direction; thus, they become the Areas of least concern. Only one Area, Facility Issues (25.4), was found in the low end of the scale. Consequently, Facility Issues is viewed as more of a possible concern than any other Area surveyed based on teachers' responses.

On the survey two questions were used to measure Facility Issues:

1. Class size
2. The condition of the building and/or the grounds

It has been determined that the reason for the low scores was that teachers were generally negative toward class size which had significant impact on the mean response.

When ranking Areas from high to low, there is a spread of 38.2 units indicating a significant variability in teachers' perceptions among the Areas. Although much of this variability is due to the two high Areas versus the low Areas, teachers perceive some Areas to be significantly more or less satisfying than others. In fact, even if the Area, Facility Issues, is ignored, the range of mean scores is 20.4 units.

Table 6
Relative Perceptions by Area
Mean T Scores

	1976-77			1980-81		
	T	S	P	T	S	P
I - School Attractiveness (SA)	--	44.6	--	--	44.8	--
II - Student Characteristics and Student-Student Relationships (SS)	43.6	36.3	37.8	44.1	31.1	32.6
III - Teacher-Student Relationships (TS)	61.0	52.2	57.0	61.6	51.8	51.3
IV - Teacher Characteristics and Teacher-Teacher Relationships (TT)	52.3	58.1	49.1	48.5	56.9	51.3
V - Principal-Student Relationships (PS)	56.6	55.4	49.9	63.6	56.5	54.8
VI - Principal-Teacher Relationships (PT)	50.5	--	--	48.0	--	--
VII - School-Community Relationships (SC)	54.9	65.7	54.8	50.7	66.7	58.0
VIII - Student Issues (SI)	49.6	34.7	30.7	53.5	38.9	33.4
IX - Community Issues (CI)	46.2	--	54.8	44.2	--	51.5
X - Administration Issues (AI)	44.4	52.6	49.1	49.9	53.4	50.7
XI - Facility Issues (FI)	27.0	50.6	49.9	25.4	49.9	48.3
XII - Teacher Issues (TI)	64.0	--	66.9	59.5	--	67.9
ABSOLUTE MEAN Over All Areas	4.14	3.91	4.28	4.17	3.89	4.28

T=Teacher
S=Students
P=Parents

Scores ranging from 3.50 or less were established as negative.

As can be seen from Table 7, the teachers' relative perception of climate in the Mesa Public Schools did not change significantly from the 1977 administration of the climate survey to the 1981 administration. If the criterion of 10 units is held to, a significant change was not observed for any of the 11 Climate Areas on which the teachers responded. The two Areas with the greatest change were both in a positive direction, a gain of seven units in teachers' perceived Principal-Student Relationships and a 5.5 gain in Administration Issues.

Students

Based on the responses received, students appear to perceive three Areas as significantly different (see Table 6). At the upper end of the scale a significant difference was indicated in the Area of School-Community Relationships (66.7). It appears that students consider this aspect to be the most satisfying of the Areas surveyed under school climate. Student Characteristics-Student Relationships (31.1) and Student Issues (38.9) showed a significant difference at the lower end of the scale.

The Areas of concern within Student Characteristics-Student Relationships pertains to 3 of the 7 items of inquiry:

1. Groups of students who fight or are unfriendly to other groups of students
2. The number of students who don't like going to school
3. The number of students who don't do their school work

Table 7
Change in Relative Perception by Area
Mean Change in T Score

	Change		
	T	S	P
I - School Attractiveness (SA)	--	0.2	--
II - Student Characteristics and Student-Student Relationships (SS)	0.5	-5.2	-5.2
III - Teacher-Student Relationships (TS)	0.6	-0.4	-5.7
IV - Teacher Characteristics and Teacher-Teacher Relationships (TT)	-3.8	-1.2	2.2
V - Principal-Student Relationships (PS)	7.0	1.1	4.9
VI - Principal-Teacher Relationships (PT)	-2.5	--	--
VII - School-Community Relationships (SC)	-4.2	1.0	3.2
VIII - Student Issues (SI)	3.9	4.2	2.7
IX - Community Issues (CI)	-2.0	--	-3.3
X - Administration Issues (AI)	5.5	0.8	1.6
XI - Facility Issues (FI)	-1.6	-0.7	-1.6
XII - Teacher Issues (TI)	-4.5	--	1.0

For the second Area of concern involving Student Issues, students were concerned with 4 of the 10 items as follows:

1. Students who curse while at school
2. Vandalism
3. Cheating
4. Threats of being hurt

Student attitudes regarding these particular items 4 of 10 for Student Issues, the 3 of 7 for Student Characteristics had a significant impact on the T scores; enough of an impact to make them an Area of concern in a relative sense; that is, compared to other Areas.

An analysis of the data from students also revealed a wide spread of 35.6 units from the highest to the lowest point among Areas, indicating as was the case with teachers, that students perceive some Areas of the school climate to be significantly different than others.

The students, as were the teachers, were fairly consistent in their assessment of the climate of the Mesa Public Schools. If the criterion of 10 units is held to, they exhibited no significant change between 1977 and 1981 in their perception of the climate of the Mesa Public Schools as measured by the nine Climate Areas on which they responded. The only changes of any note were a negative change of 5.2 units for Student Characteristics and a positive change of 4.2 in Student Issues. As noted in the previous paragraphs, these were the two areas for which the students had significantly negative responses. The consistency of their responses from the first administration in 1977 to the second administration in 1981,

was again demonstrated when one considers the specific items within each of these Areas that dictated the negative responses. In the case of Student Characteristics the same three items were again those which received extreme negative responses. For the second Area, Student Issues, four of the items were repeated as the highly negative items with a fifth item, Theft, the only one which was not included in the negative student responses on the 1981 survey.

Parents

While parents also perceive the school climate in a positive manner, based on the average response, there was again a significant variation in their perception of the ten Areas surveyed (see Table 6). For example, Teacher Issues (67.9) was significantly higher than the mean while student Student-Characteristics-Student Relationships (32.5) and Student Issues (33.5) fell at the lower end of the scale.

Analysis of the parent responses indicates equal concern for three of the four items under Student Characteristics-Student Relationships:

1. The way the students get along with one another
2. The number of students who don't like going to school
3. Friction or hostility between groups of students

Student Issues was the other Area of concern. The majority of parents perceived three of the nine items as problems. These were:

1. Vandalism
2. Theft
3. Profanity

The range of scores among the Areas for parents was 35.2 units. The data indicates that parents, while perceiving the school climate throughout the district on the whole in a positive manner, do find some Areas significantly more or less satisfying than others.

The change in relative perception of climate by the parents was similar to that of the teachers and students, that is, relatively no change occurred between the 1977 and 1981 administrations of the Climate Survey. None of the parent T scores for the 10 Climate Areas that they responded to changed by 10 units or more. The greatest changes observed were for Student Characteristics, a negative change of 5.2, and for Student-Teacher Relationships, again a negative change of 5.7. The greatest positive change was in the parents' perception of the Principal-Student Relationships which increased 4.9 units.

Comparisons of Areas Across Populations

Discussion

Previously, the discussion was centered around making relative comparisons using T scores among Areas within subpopulations. This section involves a new dimension by seeking to make a comparison of Areas across populations. Those Areas that show a significant difference (10 units or more) from one population to another will be explored. Areas will also be analyzed to determine those Areas which are perceived consistently by all three populations. Changes (10 units or more) are also investigated over time.

Teachers vs. Students: 1981

Some discrepancies were noted when making comparisons among Areas between these subpopulations. For three of the Areas, a difference of 10 units or more was observed.

Area of Discrepancy

	Teachers	Students	Difference
XI - Facility Issues	25.4	49.9	24.5
VIII - Student Issues	53.5	38.9	14.6
VII - School Community Relationships	50.7	66.7	16.0

Area of Consistency

	Teachers	Students	Difference
X - Administrative Issues	49.9	53.4	3.5

A difference of approximately 24 units existed between teacher and student perceptions of Facility Issues. The teachers (a T score of 25.4) were more concerned with this Area than were students (49.9). However, students (38.9) perceived Student Issues as a greater problem than teachers (53.5). Concerning the third Area where a discrepancy was noted, students (66.7) have a more positive perception of School-Community Relationships than teachers (50.7).

Teachers vs. Parents: 1981

Discrepancies were also observed when comparing teacher and parent perceptions. As shown below, teachers (25.4) appear to be significantly more concerned with Facility Issues than parents (48.3), while parents viewed Student Issues, 33.4 versus 53.5, Student Characteristics, 32.6 versus 44.1, and Teacher-Student Relationships, 51.6 versus 66.6, as greater Areas of concern than teachers.

Area of Discrepancy

	Teachers	Parents	Difference
XI - Facility Issues	25.4	48.3	22.9
VIII - Student Issues	53.5	33.4	20.1
II - Student Characteristics and Relationships	44.1	32.6	11.5
III - Teacher-Student Relationships	66.6	51.6	15.0

Area of Consistency

	Teachers	Parents	Difference
X - Administrative Issues	49.9	50.7	0.8
IV - Teacher Characteristics & Teacher Relationships	48.5	51.3	2.8

Students vs. Parents: 1981

When comparing these subpopulations, a difference of 10 units or more was not observed for any of the Areas. The Area of School-Community Relationships had the largest discrepancy with the students (66.7) perceiving it in a more positive manner than parents (58.0). The discrepancy in climate perception differed by less than 5 units on five of the remaining seven Areas.

Parents vs. Teachers vs. Students: 1981

Eight of the Climate Areas were responded to by all three groups, teachers, students and parents. As can be seen from Table 6, there was very little agreement on the Areas by the three groups. If the criterion of 10 units was again applied to the comparison over groups, only three Areas would qualify for general consistency of responses. These Areas are:

Area of Consistency

	Teachers	Students	Parents
IV - Teacher Characteristics-Teacher Relationships	48.5	56.9	51.3
V - Principal-Student Relationships	63.6	56.5	54.8
X - Administration Issues	49.9	53.4	50.7

There were five Climate Areas in which differences in the perceived climate by the subgroups were more than 10 units. On three of these, Student Characteristics and Student-Student Relationships, Teacher-Student Relationships, and Student Issues, the students and parents demonstrated similar perceptions but the teachers were much more positive. In fact, in two of the Areas, Student Characteristics and Student Issues, the students and parents viewed these Areas as extremely negative, whereas, the teachers perceived them to be in the neutral or no problem range. On the third Area, Teacher-Student Relationships, the teachers viewed the student-teacher interactions as extremely positive, while the students and parents viewed them in the no problem area. Of the other two Areas which showed significant disagreement, School-Community Relationships was viewed by the students as an extremely positive Area, while the other two subgroups viewed it in the neutral range. The last Climate Area, Facility Issues,

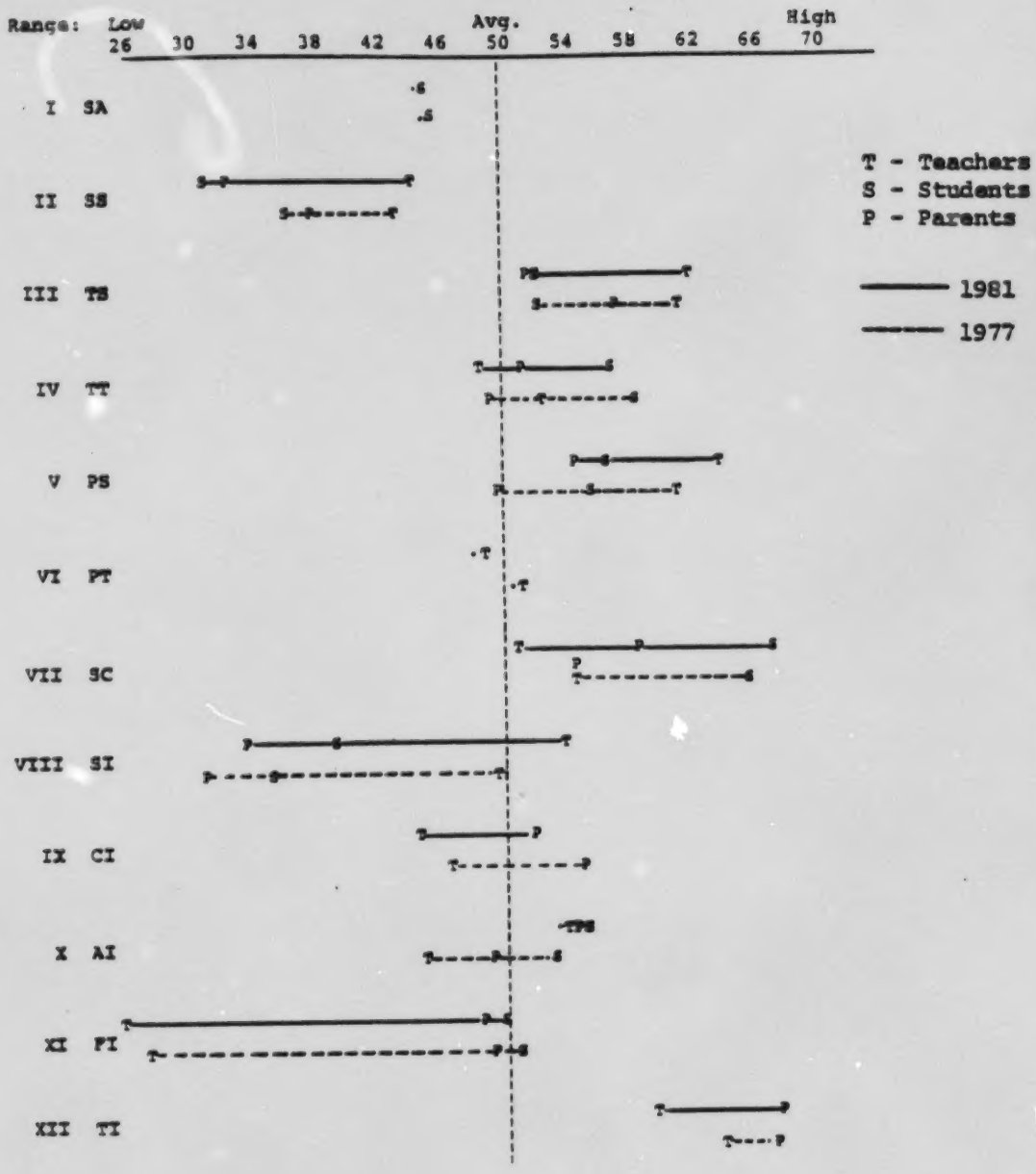
was viewed as neutral by the students and parents, but as extremely negative by the teachers. This has been noted previously in this report with the main problem being with the perception of the teachers concerning class size. The actual values for the T scores measuring perceived climate by each of the groups are:

Area of Discrepancy

	Teachers	Students	Parents
II - Student Characteristics & Student-Student Relationships	44.1	31.1	32.6
III - Teacher-Student Relationships	61.6	51.8	51.3
VII - Student-Community Relationships	50.7	66.7	58.0
VIII - Student Issues	53.5	38.9	33.4
XI - Facility Issues	25.4	49.9	48.3

Parents vs. Teachers vs. Students:
1977 vs. 1981

The mean T scores for each of the groups by Climate Area and year are presented in Figure 1. It can be seen from Figure 1 that the responses by each of the subgroups have been relatively consistent from the one administration, 1977, to the second administration, 1981. One thing that does seem to become evident when Figure 1 is studied is that the teacher perception seems to be getting further away from the students' and parents' perceptions. Although this is not uniformly true over all Climate Areas, it does seem to be the case for a number of the Areas. The Areas for which the spread or discrepancy between students' and parents' and teachers' perceptions seems to be increasing are:



I SA - School Attractiveness
II SS - Student Characteristics and Student Relationships
III TS - Teacher-Student Relationships
IV TT - Teacher Characteristics and Teacher Relationships
V PS - Principal-Student Relationships
VI PT - Principal-Teacher Relationships
VII SC - School Community Relationships
VIII SI - Student Issues
IX CI - Community Issues
X AI - Administration Issues
XI FI - Facility Issues
XII TI - Teacher Issues

Figure 1
DISTRICT T SCORE PROFILE
(Elementary School)
12 Areas - High and Low

Student Characteristics

Teacher-Student Relationships

Principal-Student Relationships

School-Community Relationships

Facility Issues

Teacher Issues

Climate Areas which received a relatively consistent response over administration with respect to the spread between student and parent vs. teachers are:

Teacher Characteristics

Student Issues

Community Issues

Comparisons Among Schools

Individual reports documenting the responses by each of the subgroups with corresponding comparisons over the two administrations of the Climate Survey were produced for each of the elementary schools. The intent of the comparisons in this document, therefore, is for the documentation of similarities and discrepancies in the subgroup perceptions between the schools for the different Climate Areas and between the two administrations. These comparisons will be made using T scores and, therefore, are comparisons of the relative placement of the Areas by the subgroups at each school. They are not comparisons of the absolute perception of an attitude at the schools. Differences of 10 T score units are again the criterion for all comparisons. Table 8 presents by school those Areas which are significantly below the mean of 50 and those Areas which showed a significant decrease from 1977 to 1981.

Table 8
Significant Areas, Negative in 1981 or Decrease from 1977

	General Atmosphere						Student Characteristics and Student Relationships						Teacher-Student Relationships						Teacher Characteristics and Teacher Relationships						Principal-Student Relationships						Principal-Teacher Relationships					
	1981			1977 vs 1981			1981			1977 vs 1981			1981			1977 vs 1981			1981			1977 vs 1981			1981			1977 vs 1981			1981			1977 vs 1981		
School	T	S	P	T	S	P	T	S	P	T	S	P	T	S	P	T	S	P	T	S	P	T	S	P	T	S	P	T	S	P	T	S	P	T	S	P
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*Indicates a significant difference. For 1981 data, * is used to indicate if the Area has a T score of 40 or less.

Significant Areas, Negative in 1981 or Decrease from 1977 (cont.)

	School-Community Relationships						Student Issues						Community Issues						Administration Issues						Facility Issues						Teacher Issues					
	1981			1977 vs 1981			1981			1977 vs 1981			1981			1977 vs 1981			1981			1977 vs 1981			1981			1977 vs 1981			1981			1977 vs 1981		
School	T*	S	P	T	S	P	T	S	P	T	S	P	T	S	P	T	S	P	T	S	P	T	S	P	T	S	P	T	S	P	T	S	P	T	S	P
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*Indicates a significant difference. For 1981 data, * is used to indicate if the Area has a T score of 40 or less. For 1977 versus 1981, * is used to indicate a decrease of 10 units.

It should be kept in mind when reviewing the information presented in this section that overall the general perception of the climate was positive for all 33 elementary schools in the district, with two exceptions. The students at school 2 and school 14 perceived the overall climate at those two schools to be in the moderate problem range. It should also be kept in mind, when reviewing the information presented, that the school numbers quoted are not the numbers assigned by Data Processing, but are numbers which have been randomly assigned by the Department of Research and Evaluation.

Area I - School Attractiveness (SA)

> Items relate to the general school environment (i.e., the way the school is run, noise level, after school activities and school spirit).

School Attractiveness was responded to only by the student subgroup. This Area was perceived to be negative for only five of the 32 school populations that responded to the Climate Survey. These schools were 3, 14, 25, 27, and 30. One additional school, 22, showed a significant decrease in their perception of School Attractiveness, but still remain above the criterion of a T score of 40.

Area II - Student Characteristics - Student-Student Relationships (SS)

> Items relate to the interpersonal relationships among individuals, groups and students of different ethnic backgrounds (i.e., the way the students get along with one another) and the attitude of the students toward their school and work (i.e., bored, uncooperative, don't like school).

All subgroups responded to the Area of Student Characteristics. This Area was uniformly found to be the highest perceived problem Area of the twelve Areas covered by the Climate Survey. Of the 33 schools surveyed all but two had at least one of the subgroups responding that it was a problem Area. By individual subgroup, the teachers at six of the schools, the students at 28 and the parents at 26 of the schools perceived this Area in the negative range. These perceptions did not change significantly from the 1977 administration of the survey. The parents at four of the schools and students at three of the schools had a significant decrease in their perception of this Climate Area. It is interesting to note the lack of agreement between the teachers, parents, and students. This Area is by far the one perceived to be the most negative by parents and students, yet the teachers at only six of the schools had similar perceptions.

Area III - Teacher-Student Relationships (TS)

> Items relate to the social atmosphere or general feeling in the classroom and the human relations between the teachers and the students (i.e., mutual respect of teachers and students, concern about students' problems and the treatment of students by teachers).

Subgroups at only two of the 33 schools found Teacher-Student Relationships to be negative. These two subgroups, however, were in both cases the students. The schools at

which this was found were school 5 and 28. Because in both cases they were the student population and because this is such an important area in the total climate in the school, reasons for this negative perception should certainly be further investigated for these two schools. Over the two administrations of the Climate Survey, perceptions decreased in only three of the schools. These were for the students at school 19 and for the parents at schools 20 and 21.

Area IV - Teacher Characteristics - Teacher-Teacher Relationships (TT)

> Items relate to the interpersonal relationshps among the staff teachers (i.e., communication, cooperation) and their general attitudes toward teaching.

This Area also received relatively positive responses by all subgroups. The only subgroup that appeared to have negative perceptions of this Area was teachers and that was only at five of the 33 schools. These schools were 11, 22, 28, 29, and 32. The perceptions over administrations were again relatively consistent with only the teachers at school 3, students at school 19 and 31, and parents at schools 21 and 23 showing a significant decline in overall perception of this Area.

Area V - Principal-Student Relationships (PS)

> Items relate to the interpesonal relationships of principal and students and policies regarding student behavior, reporting of student progress and students with special educational needs.

This Area was not perceived by any of the subgroups at any of the schools to be in the negative range. At only one school (19) was there any significant change from the previous administration, and that had parents showing a significant decrease, but still remaining as a positive assessment of the climate in regard to Principal-Student Relationships.

Area VI - Principal-Teacher Relationships (PT)

> Items relate to how the principal and teachers get along (communication and cooperation) and the way staff conflict and teacher evaluation is handled by the principal.

Principal-Teacher Relationships were only responded to by the teacher subgroup. This Area was perceived to be negative by eight of the elementary schools. They were schools 3, 16, 20, 27, 28, 29, 31, and 32. In addition, four of the schools showed significant decreases over the previous administration. They were schools 3, 16, 20 and 23.

Area VII - School-Community Relationship (SC)

> This Area pertains to the interpersonal relationships between teachers and parents (the way they get along), the general attitude and feelings the community has toward the school (community interest, satisfaction) and parents' feeling toward school policies.

All subgroups responded to this Climate Area. The teacher subgroup was the only one that showed any negative perception of the Area and this was only at three schools. The schools were 6, 7, and 8. Significant decreases over the 1977 administration of the Climate Survey were observed at five of the schools; schools 6, 8, 14, 17 and 20.

Area VIII - Student Issues (SI)

> Items relate to aspects of student behaviors (i.e., cutting class, dropout, underachievement) and social conditions (drugs, delinquency) which can create problems within a school.

The Climate Area of Student Issues followed closely the pattern of responses shown for Student Characteristics. The responses to this Area were not quite as negative as those for Student Characteristics. However, at least one of the subgroups showed a negative response in 28 of the 33 schools responding. The seven schools that did not indicate negative responses by any of the subgroups were schools 21, 27, 28, 29, 30, 31, and 32. There was again a discrepancy between the teachers' perception and that of the students' and parents'. In this case, the teachers at two of the schools, 6 and 9, indicated negative responses to this Area compared to students from 14 of the schools and parents of 21 of the schools. As with Student Characteristics, this discrepancy in perception does appear to be a problem as the students and parents are viewing the Climate at the school with respect to Student Issues as negative, while the teachers at the majority of the schools are viewing it completely different. A similar pattern concerning the responses was exhibited in 1977. A significantly negative change was observed at only three schools with the teachers being more negative at schools 6 and 8, and the parents being more negative at school 25.

Area IX - Community Issues (CI)

> Area pertains to socio-economic conditions of the community that affect the student body (student poverty, ethnic tensions and transient students).

Teachers and parents were asked to respond to this Climate Area. Teachers responded negatively to this Area at ten of the schools, 1, 6, 7, 9, 10, 11, 12, 15, 17 and 24. Parents responded negatively only at schools 9 and 10. A significant change in the negative direction over the period covered by the two administrations was observed at nine of the schools. Teachers showed a significant decrease in perceived attitude at schools 1, 2, 6, 9, 12, 18, and 19 while parents showed a significant decrease at schools 2, 6, 9, 10, 11, and 19.

Area X - Administration Issues (AI)

> Items in this Area pertain to various aspects of school policies and procedures such as discipline, dress code, and school services (counseling, remedial, nurse, gifted).

The Climate Area of Administration Issues and the Area of Principal-Student Relationships were the least negatively perceived Areas by all schools. In the case of Administrative Issues school 33 was the only school that indicated a problem in this Area. In this case it was the teachers that perceived a negative climate with respect to this Area. There was no significant change in perceived climate from the 1977 administration.

Area XI - Facility Issues (FI)

Items pertain to the conditions of the building and/or grounds and class size.

The Area of Facility Issues was another Area which had extremely discrepant perceptions by the three subgroups. In the case of Student Characteristics and Student Issues, however, the students and parents perceived these Areas in the negative range while the teachers at only very few schools perceived these Climate Areas similarly. In the case of Facility Issues the opposite is true. Teachers at 25 of the 33 schools viewed this as a problem Area compared to students at four of the schools and parents at seven of the schools. Facility Issues, as the definition above indicates, tapped into two dimensions, the conditions of the building and grounds and class size. The conditions of the building and grounds did not seem to be a problem. The main reason for this Climate Area receiving such a negative response from teachers was the class size issue. It appears that compared to the other dimensions tapped by the Climate Survey, the teachers overwhelmingly feel that class size is the most negative area for which they were asked to respond. If one analyzes each of the 67 items on which the teachers responded, class size received the second lowest response with a T score of 21. The only other item that received a lower response was "the amount of teacher time taken up by nonteaching activities," which received a T score of 18. The Area of Facility Issues has remained relatively constant as perceived by the three subgroups.

Significant negative changes were observed at four schools by the teacher subgroup, at six schools by the student and at three schools by the parents.

Area XII - Teacher Issues (TI)

Area relates to teacher turnover and absenteeism.

The twelfth Climate Area, Teacher Issues, was responded to by both teachers and parents. This Area along with Principal-Student Relationships and Administrative Issues were the three most positively viewed Climate Areas tapped by the Climate Survey. Only one school, 33, viewed this Area negatively, and this response was made by the parents. Negative changes have occurred, however, from the previous administration. The teacher group was significantly more negative in 1981 than in 1977 at six of the schools. The parents were more negative at two of the schools.

Open Responses

In addition to the closed response items, that is, those items for which the respondents were asked to respond on a scale from No Problem at All to Extreme Problem, the respondents were given the opportunity to react openly. Comments that were made by five or more respondents were recorded and are presented in this section. It was found that teachers and students simply did not respond. What responses were received from these two subgroups were few and diverse. Therefore, the information presented here is from the parent surveys.

As previously noted, 2,411 parent surveys were received. Of this number, 624 had additional comments. That is, 26% of the parents took the time to add additional comments on the survey. It should be remembered in viewing the comments made, that although a large proportion of parents made comments, this still remains a low percentage of the total that returned surveys. The areas noted by the parents should certainly be considered. If, however, one wants to determine if these perceptions are uniformly felt by all parents, items soliciting this information should be put in a closed form and solicited from the parent subgroup to obtain this information.

It can be seen from the comments that when grouped by general category, the category receiving the most comments was praise for the individual school. There were 137 such comments, that is, 22% of the parents that made comments made positive comments concerning schools. A distant second was the response indicating a need for stricter discipline which was made by 37 parents; cafeteria, food and discipline by 36 parents; and problems with specific teachers indicated as a problem area by 27 of the total number of parents. Items with lesser response are given in the following table.

Table 9

Summary of
Parent Comments

Praise for school	137
Need stricter discipline	37
Cafeteria problems -- food and discipline	36
Isolated concerns	33
Problems with specific teachers	27
Change or improve curriculum	25
Unable to respond to some survey items	24
Need to improve communication with parents	21
Classes too large	20
Change on report card	19
Support for specific teachers	19
Problem with students getting along	17
Need more basics	17
Problems with bus discipline and safety	16

Praise for principal	15
Profanity	15
Strengthen/expand ELP	14
Student health problems	13
Need stricter dress code	12
Restroom problems with discipline, unsanitary	10
Concern for student safety	9
Homework concerns	9
Problems with principal	9
Special education concerns	8
Need to teach morals	7
Problems with nurse	6
Need more art and music	6
Too many dittos	6
Too many social activities	5
Need more playground supervision	5
Concern for library materials	4
Need more counseling	3

SUMMARY

The Mesa Elementary Climate Survey was administered to all elementary schools in the Mesa District in early March of 1981. This was the second administration of the Climate Survey, the first being in 1977. Three survey questionnaires were sent to each of the 33 district elementary schools for administration to the following populations:

- All 965 school-based elementary teachers
- Entire 6th grade student body totaling 2,956
- 4,390 randomly selected parents from elementary school students

The resulting information was analyzed in a number of ways. One major division was an analysis of a general attitude as determined by using mean responses to each of the 12 Climate Areas measured by the Climate Survey. This was done for each of the three populations and for each of the 33 schools. A second method of analysis was the determination of standard or T scores for each of the Climate Areas. In both cases, whether the general mean scores were used or the T scores, comparisons were made by the Climate Area and school for each of the subpopulations. Because of the different populations served by each of the elementary schools, it is strongly recommended that the T scores be used for any comparisons

over schools or populations. The general means were presented, however, to give the reader overall insight into the general perception of the subpopulations toward the climate in the Mesa Public Schools.

General Attitude

Considering the overall mean scores the perception of each of the subgroups toward the climate in the Mesa Public Schools was extremely positive. The responses by the individuals were coded on a scale from 1 to 5 with 5 being the highest positive response. The mean scores were 4.17, 3.89 and 4.28 for the teacher, student and parent groups, respectively. Given that the highest possible score, if all respondents responded by indicating the most positive response, is 5, it can be seen that the overall perceived climate is extremely positive. For the teacher subgroup the lowest mean found was 3.67 for Facility Issues. For students, the lowest mean response was 3.56 for Student Characteristics and Student-Student Relationships. The lowest mean value for a given Climate Area for the parent group was also Student Characteristics with a mean of 4.09.

The responses to the Climate Survey in 1981 were extremely close to the responses found in 1977. The overall mean responses for teacher, student and parent groups in 1977 were 4.14, 3.91 and 4.28 compared to the 4.17, 3.89 and 4.28 found in 1981. The results were fairly consistent over Climate Area as

well. The Climate Area Principal-Student Relationships showed a positive increase for all three subpopulations as did Student Issues and Administrative Issues. The one Area that showed uniform decline was the Area of Teacher Issues.

The consistency of responses over the four years from the one administration to the next did not hold true when comparisons were made by school. Significant changes by given subgroups were observed for the individual school. These changes were not necessarily consistent over subgroups. Considering the general means, there were 25 schools for which comparisons over administrations could be made. Of these twenty-five, significant decreases by all subgroups were observed at six of the schools. It must be kept in mind, however, that most of these decreases, although significant, were still not to the point of decreasing the overall attitude at a given school to a point where the overall mean was in the negative range. In fact, considering the overall means by school, the means were relatively high for all schools. For the teachers, the mean responses varied from a low of 3.00, which fell into the moderate problem range to a high of 4.65. With the one exception, all schools had mean teacher responses above 3.90. All but three schools had mean student responses above 3.5 or in the positive range. Two of the three schools that had means below 3.5 were just below with values of 3.48 and 3.49. The one school with the mean response that fell into the moderate problem range had a mean of 3.18. All parent mean responses by school fell into the positive range. The distribution of mean responses was from a low of 3.96 to a high of 4.60. Again, considering the highest possible mean value, if all respondents

indicated no problem to all Areas is 5, it can be seen that these are extremely positive mean responses.

Relative Attitude

Teachers

In summarizing the relative attitude of the subgroups, T scores are used to make the comparisons. For the teachers it was found that two Areas were significantly above the mean score of 50. These were Teacher-Student Relationships and Principal-Student Relationships. Only one Area was found to be significantly below a mean of 50. Facility Issues was found at the low end of the scale with a mean 25.4. Further analysis showed that the reason for the negative response to Facility Issues by teachers was their negative perception of class size.

The teachers' perceptions from the 1977 administration of the survey to the 1981 administration did not change significantly, in regard to any of the 11 Climate Areas in which they responded. The biggest changes were found with positive increases in the teachers' perceptions of Principal-Student Relationships and Administrative Issues. The Area with the largest decrease was Teacher Issues, although this Area remained in the positive range, 59.5.

Students

The students found one Area at the extreme positive end, 66.7, that of, School-Community Relationships. They indicated that two Areas were at the lower end, that of, Student Characteristics-Student Relationships (31.1) and Student Issues (38.9). With respect to Student Characteristics, the students found the specific problems to be:

Groups of students who fight or who are unfriendly to other groups of students

The number of students who don't like to go to school

The number of students who don't do their school work

Under Student Issues, the students had problems with:

Students who curse while at school

Vandalism

Cheating

Threats of being hurt

The student responses were also fairly consistent over the two administrations of the survey. No Areas changed significantly, i.e., 10 units. Student Characteristics showed the largest decrease (5.2) in relative perception with Student Issues showing the largest increase (4.2), although still relatively negative.

Parents

In a relative sense the parents found one Area at the extreme positive end of the scale, Teacher Issues (67.9). By contrast, they found two Areas at the low end of the scale,

Student Characteristics-Student Relationships (32.5) and Student Issues (33.5). These two Areas were the same two Areas perceived as significantly low by the students. With respect to Student Characteristics, the parents found specific problems to be:

the way students get along with one another

the number of students who don't like going to school

friction or hostility between groups of students

Under Student Issues, the parents had problems with:

vandalism

theft

profanity

The parents, as were the teachers and students, were extremely consistent over the two administrations of the survey. No Areas changed significantly between 1977 and 1981. The greatest changes observed were for Student Characteristics, a negative change of 5.2, and for Student-Teacher Relationships, again a negative change of 5.7. The greatest positive change was in the parents' perception of the Principal-Student Relationship, which increased 4.9 units.

Comparison of Areas Across Populations

Although the teachers, students, and parents agreed that their overall perception of the climate of the Mesa Public Schools was positive, there were significant discrepancies for a number of the Climate Areas. For three Areas, Student Characteristics, Teacher-Student Relationships, and Student Issues, the students and parents were in relative agreement with their perceptions

being significantly less than that of teachers. As previously noted, in the case of Student Characteristics and Student Issues, their overall perceptions in a relative sense, were negative versus the teachers being in the neutral category. In the Area of Student-Teacher Relationships, the students and parents were in the neutral category while the teachers viewed these relationships to be positive. In the Area of School-Community Relationships, the distribution of scores was from a low of 50.7 for the teachers to a high of 66.7 for the students. Facility Issues was another Area that had significant disagreement between the perception of the teachers and that of students and parents. The teachers viewed this as their most negative Climate Area with a T score of 25.4. The students and parents viewed it in the neutral category with T scores of 49.9 and 48.3, respectively.

The responses by each of the subgroups were relatively consistent from the first administration in 1977 to the second administration in 1981. One finding that is evident is that the teacher perceptions seem to be getting further away from the students' and parents' perceptions. Although this is not uniformly true over all Climate Areas, it does seem to be the case for a number of the Areas. The Areas for which this discrepancy is increasing are: Student Characteristics, Teacher-Student Relationships, Principal-Student Relationships, School-Community Relationships, Facility Issues, Teacher Issues.

Climate Areas which receive a relatively consistent reponse over administrations with respect to the spread between the students and parents versus teachers are: Teacher Characteristics, Student Issues, Community Issues.

Comparisons Among Schools

The responses by the individual subgroups at each of the schools was relatively consistent. A high proportion of the schools indicated that the following Areas were relative problem areas:

Student Characteristics-Student Relationships

Student Issues

However, in examining the perceptions of the subpopulations by school, it is of more interest to note those schools that diverge from the common concensus and then investigating the concensus Areas. It is felt that by doing this, potential problems at individual schools can be identified and resources brought to bear so that solutions to the problems can be found as quickly as possible.

The Area of School Attractiveness, perceived to be a problem at five of the schools, responded to by only the students, asks about the way the school is run, noise level, after-school activities, and the school spirit. Teacher-Student Relationships were indicated as a problem Area by the students at two of the schools. It also showed significant decrease over the previous administration in the student responses at one of the schools and parent responses at two of the schools. Teacher Characteristics, which tap into the inter-personal relationships among the staff and their general attitudes toward teaching, were perceived to be a problem at five of the schools by the teachers, showed significant decreases at one of the schools by the teachers, and at two of the schools by the parents and students.

Principal-Student Relationships which measured the interpersonal relationships of the principal and students were uniformly positive over all schools but did have the parents at one school showing a significant decrease. Principal-Teacher Relationships which measured communication and cooperation between the principal and teachers and the way staff conflict and teacher evaluation is handled by the principal was negative at eight of the schools as viewed by the teachers. In addition, four schools showed significant decreases in the teachers' perception in this Area. For the Climate Area of School-Community Relationships, which pertained to the interpersonal relationships between teachers and parents and the general attitude and feeling of the community toward the school, four schools showed the teachers with significant negative perceptions of this Area and six schools having the teachers' perception decrease significantly over the previous administration. The teachers at ten of the schools indicated a significant negative perception of the Area, Community Issues. This Area pertains to the socio-economic conditions of the community that affect the student body. This same issue was viewed as negative by the parents at two of the schools. Significant decreases were observed by the teachers at seven of the schools and by parents at six of the schools.

The Area of Administration Issues, those issues pertaining to discipline, dress code, and school services, such as counseling and nurse services was viewed as negative by only one school and this was by the teacher group. For the Climate Area of Teacher Issues which relates to teacher turnover and absenteeism only the parents at one of the schools showed a negative percep-

tion of this Area. However, the teachers at six of the schools and parents at two of the schools indicated a significant decrease over the previous administration.

CONCLUSIONS AND RECOMMENDATIONS

Overall the results of the 1981 Climate Survey showed the perceptions of teachers, students, and parents in the Mesa elementary schools to be extremely positive. The overall results were also quite similar to those obtained in 1977. Even though the overall attitudes of the populations were found to be positive, there were Areas pinpointed in a relative sense as more significant problems than other Areas. For the teachers, the one extreme problem area was Facility Issues with class size being the major contributor to this perception. For the students, two Areas were found to be at the extreme low end, Student Characteristics-Student Relationships and Student Issues. The parent group concurred with the perceptions of the students. It is felt to be a significant finding that the Areas found to be major problems by the students and parents were not found to be problems by the teachers. By contrast, the one Area indicated as a significant problem by the teachers was not indicated to be a problem by the students and parents. A second finding of interest is that the perceptions of the teachers for a number of Areas is getting further away from the perceptions of the students and the parents.

A third major finding of the Climate Survey is the identified potential problem areas by school for given populations. These Areas have been identified and shared with the principals in individual Tech Memos. Refer to Elementary School Climate Survey - 1980-81, June 9, 1981, for information on individual schools.

It appears from the findings of the 1981 Climate Survey and the comparison of these survey results with those from 1977 that a number of steps could be taken to attack the potential problem areas identified. The results leave little doubt that both the students and parents are greatly concerned with Student Characteristics--Student-Student Relationships. The items that are used to measure this Area relate to the interpersonal relationships among individuals, groups, and students of different ethnic backgrounds (i.e., the way the students get along with one another) and the attitude of the students toward their school and work (i.e., bored, uncooperative, don't like school). The same is true of the Climate Area, Student Issues. The items that relate to this Area concern aspects of student behavior (i.e., cutting classes, dropouts, underachievement) and social conditions (drugs, delinquency) which can create problems within a school. In contrast, the teachers do not perceive this to be one of the Areas for which they have negative concerns in a relative sense. It is recommended that action be taken to attack the perceived problems of students and parents under these two Climate Areas. Any process designed to alleviate the problems in these Areas should involve the teachers. In so doing, it is hoped that the teachers will gain a more indepth insight into

the concerns of the students and parents in these Areas. This in the long run will assist in the alleviation of these potential problem areas. A second recommendation is that all information from the Climate Survey be shared with teachers, in particular, that information concerning the perceptions of students and parents. As the teachers move further and further away from the concerns of students and parents, the total climate of the school will have to be the loser. The more in-tune teachers are to the concerns of students and parents through the sharing of mutual concerns, the better the climate will be at each individual school and throughout the district.

A third recommendation is that the climate patterns or perceived patterns as identified by teachers, students, and parents at each school be investigated. Assistance should then be given to individual schools to further identify the specifics of the potential problem and further assistance given to alleviate these potential problem areas. An example of the use of this information would be the information for school 3 (a random number). The information from the Climate Survey indicated that there were perceived problems by the students under Student-Student Relationships and School Attractiveness. The parents viewed Student Issues negatively while the teachers viewed Facility Issues and Principal-Teacher Relationships negatively. In particular, the students felt that under Student-Student Relationships, there were a number of students who didn't like going to school. There were also a number of students who didn't do their school work and groups of students who fight or who are unfriendly to other groups of students. Under

School Attractiveness the students felt that not enough school activities were offered. The parents under Student Issues were concerned about vandalism, theft and profanity. The teachers under Facility Issues were concerned with class size. Under Principal-Teacher Relationships the teachers viewed negatively the way the principal gets along with the teachers, the way the principal handles staff conflicts and the amount of teacher time taken up by nonteaching activities.

School 3 seemed to have a problem, as perceived by students, under School Attractiveness and, in particular, the offerings of after-school activities: It could be that students do not know the offerings or there simply are no offerings. In either case some action could be taken to involve the students and parents in such activities and/or the development of activities. This does not seem to be the case in the majority of other schools where the students did not indicate this as a problem area. Again, referring to school 3, it appeared that there was a problem as viewed by teachers in Principal-Teacher Relationships. This certainly should be investigated further and attempts should be made to assist the principal and the teachers in working out any potential problems whether they be simply perceived problems or actual problems. The general recommendations noted above could be used to attack Student-Student Relationships and Student Issues. This same sharing process may in turn alleviate some of the teachers' negative perceptions concerning Facility Issues. It certainly is not a totally uniform perception of teachers as the perceptions of teachers at 5 of the elementary schools were not negative.

It cannot be stated strongly enough that the overall climate in the elementary schools in Mesa as viewed by teachers, students, and parents is overwhelmingly positive. There are certain Areas of concern which are uniform over schools and other Areas which are unique to individual schools. Through the use of the information presented in this report and in the individual reports shared with the school principals it is anticipated that procedures will be established which further identify and specify the specific causes of the negative perceptions of the groups and that further procedures be established and implemented to alleviate these problem areas.

APPENDIX A

COMMON AND UNIQUE ITEMS ON TEACHER, STUDENT AND PARENT SURVEYS

Note: A dash (-) indicates items with no counterpart in the other surveys; and asterisk (*) indicates items with minor modification in wording.

AREA	SURVEY ITEMS		
	Teacher	Student	Parent
I-School Attractiveness (SA)			
Not enough after school activities	-	1	-
Getting the students to show some school spirit	-	2	-
Too much noise and confusion	-	3	-
An unfriendly feeling in my school	-	4	-
The way this school is run	-	5	-
II-Student Characteristics and Student-Student Relationships (SS)			
The way the students get along with one another	1	6	1
The number of students who don't like going to school	2	7	2
The number of students who don't do their school work	3	8	-
Students from ethnic or racial minorities	4	9*	-
Friction or hostility between groups of students	5	10*	3
Good students who feel that going to school is pretty much a waste of time	6	11	4
The number of students who don't seem to do much with other students--who are "loners"	7	12	-
III-Teacher-Student Relationships (TS)			
The usual social atmosphere or feeling in the classroom	8	13*	5
The respect teachers and students have for one another	9	14	6
Teachers who don't seem to care about the problems of their students	10	15	7
Teachers who push their students too much to get good grades	11	16	8
Unfair treatment of students by teachers	12	17	9
Teachers who won't admit making mistakes	13	18	10

AREA	SURVEY ITEMS		
IV-Teacher Characteristics and Teacher-Teacher Relationships (TT)	Teacher	Student	Parent
Teachers who complain about other teachers	14	19	11
Disagreements among the staff on the proper educational goals for the school	15	—	—
Disagreements among the staff on the proper balance between traditional and innovative approaches to teaching	16	—	—
Communication among the school staff	17	—	—
Teachers who seem bored with teaching	18	20*	12
Older teachers who are reluctant to accept newer teachers as colleagues	19	—	—
Teachers who are usually boring	—	21	—
Teachers who do not maintain tight control over their students	20	—	13
The way school work is graded	21	22	14

V-Principal-Student Relationships (PS)	Teacher	Student	Parent
The way the principal gets along with the students	22	23	15
A feeling in the school that everyone has to do his or her own work in the same way	23	24	16
Loose or lax policies on student behavior	24	25*	17
Absence of a schoolwide system for identifying and dealing with students who have special educational needs or problems	25	—	18
The way student progress is reported	26	—	19
Unfair treatment of students by the principal or by the people in his office	—	26	—

AREA	SURVEY ITEMS		
VI-Principal-Teacher Relationships (PT)			
	Teacher	Student	Parent
The way the principal gets along with the teachers	27	--	--
The way the principal handles staff conflicts	28	--	--
The amount of teachers' time taken up by nonteaching activities	29	--	--
Understanding how the principal evaluates teaching performance	30	--	--
Disagreements between the principal and the teachers on educational matters	31	--	--

VII-School-Community Relationships (SC)	Teacher	Student	Parent
The way the teachers get along with parents	--	27	20
Disagreements among the parents on the proper educational goals for the school	--	--	21
Disagreements among the parents on the proper balance between traditional and innovative approaches to teaching	--	--	22
Communication with the school staff	--	--	23
The way the principal gets along with the parents	--	--	24
The way the principal handles parent conflicts	--	--	25
Disagreements between the principal and the parents on educational matters	--	--	26
Lack of community interest in the school	32	--	27
The way the people in the neighborhood feel about the school	33	28	28
Teacher dissatisfaction with the community	34	--	--
Community dissatisfaction with the school	35	--	29
School policies that conflict with parent's ideas	36	--	30

AREA	SURVEY ITEMS		
VIII-Student Issues (SI)	Teacher	Student	Parent
Underachievement	37	--	31
Cheating	38	29	32
Dropout rate	39	30*	—
Violence or threats of violence	40	31*	33*
Cutting class	41	--	--
Absenteeism	42	32*	--
Vandalism	43	33	34
Theft	44	34	35
Drugs	45	35	36
Alcohol	46	36	37
Delinquency	47	37	38
Profanity	48	38*	39
IX-Community Issues (CI)	Teacher	Student	Parent
Transient students	49	—	40
Students who speak nonstandard English	50	--	--
Ethnic or racial tensions	51	—	41*
Student poverty	52	—	42
Student health	53	--	43
Changing neighborhood characteristics	54	--	44
Divisive community influences	55	--	45
Changing composition of student body	56	--	46
X-Administration Issues (AI)	Teacher	Student	Parent
Discipline	57	39	47
Dress code	58	40	48
Irrelevant curriculum	59	--	49
Inadequate programs for gifted students	60	--	50
Inadequate remedial services	61	—	51

AREA	SURVEY ITEMS		
X-Administration Issues (AI) (continued)	Teacher	Student	Parent
Inadequate counseling services	62	41*	52
Inadequate services in the nurse's office	63	42*	53
Useless subjects	--	43	--
XI-Facility Issues (FI)	Teacher	Student	Parent
The condition of the building and/or the grounds	64	44	54
Class size	65	45	55
XII-Teacher Issues (TI)	Teacher	Student	Parent
Teacher turnover	66	--	56
Teacher absenteeism	67	--	57

APPENDIX B

SCHOOL CLIMATE SURVEY

PARENT

What This Is About

Every school has its strengths and its weaknesses. What are they in your school? The purpose of this questionnaire is to give you a chance to identify some of the strengths and weaknesses that you see in your school.

Obviously, we cannot list all possible strengths and weaknesses. The best we can do is list a number of general instances of each and hope that our list will be systematic and comprehensive enough to cover most of the specific strengths and weaknesses that you see in your school. We realize that many of the items on the questionnaire tend to be negative. It is not our intention to imply that problem areas exist in your school. However, the thrust of the survey is directed towards assessing the needs of the school and, therefore, identifying any potential problem areas. Should these areas not be a problem in your school, then your response would so indicate.

Please look at each of the items below and decide whether you believe the situation referred to is an Extreme Problem, a Considerable Problem, a Moderate Problem, a Little Problem or No Problem At All in your school, and then place an X in the appropriate box. Even though you feel uncertain about some of the items, report your opinion, your feelings, or your impressions to the best of your knowledge. The consensus on these items would surprise you. Since it is the consensus and not individual responses that we want, do not sign your questionnaire. The questionnaires are and will remain anonymous.

Record your first quick response to these items without pondering over them. Please use the final page of this form to write any further comments you may have.

Directions for returning survey

Have your child return the survey to the school principal's office no later than Friday, March 13, 1981.

If you wish, the survey may be returned in a sealed envelope.

Thank you for your help.

ELEMENTARY SCHOOL PARENT CLIMATE SURVEY

Directions: Please read each statement carefully. Fill in the circle on the answer sheet provided that best describes how you feel about each statement concerning the question: Is this a problem in your school?

	No Problem At All	Little Problem	Moderate Problem	Considerable Problem	Extreme Problem
1. The way the students get along with one another	A	B	C	D	E
2. The number of students who don't like going to school	A	B	C	D	E
3. Friction or hostility between groups of students	A	B	C	D	E
4. Good students who feel that going to school is pretty much a waste of time	A	B	C	D	E
5. The usual social atmosphere or feeling in the classroom	A	B	C	D	E
6. The respect teachers and students have for one another	A	B	C	D	E
7. Teachers who don't seem to care about the problems of their students	A	B	C	D	E
8. Teachers who push their students too much to get good grades	A	B	C	D	E
9. Unfair treatment of students by teachers	A	B	C	D	E
10. Teachers who won't admit making mistakes	A	B	C	D	E
11. Teachers who complain about other teachers	A	B	C	D	E
12. Teachers who seem bored with teaching	A	B	C	D	E
13. Teachers who do not maintain tight control over their students	A	B	C	D	E
14. The way school work is graded	A	B	C	D	E
15. The way the principal gets along with the students	A	B	C	D	E
16. A feeling in the school that everyone has to do his or her own work in the same way	A	B	C	D	E
17. Loose or lax policies on student behavior	A	B	C	D	E
18. Absence of a schoolwide system for identifying and dealing with students who have special educational needs or problems	A	B	C	D	E

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	No Problem At All	Little Problem	Moderate Problem	Considerable Problem	Extreme Problem
39. Profanity	A	B	C	D	E
40. Transient students	A	B	C	D	E
41. Ethnic tensions	A	B	C	D	E
42. Student poverty	A	B	C	D	E
43. Student health	A	B	C	D	E
44. Changing neighborhood characteristics	A	B	C	D	E
45. Divisive community influences	A	B	C	D	E
46. Changing composition of student body	A	B	C	D	E
47. Discipline	A	B	C	D	E
48. Dress code	A	B	C	D	E
49. Irrelevant curriculum	A	B	C	D	E
50. Inadequate programs for gifted students	A	B	C	D	E
51. Inadequate remedial services	A	B	C	D	E
52. Inadequate counseling services	A	B	C	D	E
53. Inadequate services in the nurse's office	A	B	C	D	E
54. The condition of the building and/or the grounds	A	B	C	D	E
55. Class size	A	B	C	D	E
56. Teacher turnover	A	B	C	D	E
57. Teacher absenteeism	A	B	C	D	E
58. Other_____					

ELEMENTARY SCHOOL CLIMATE SURVEY

TEACHER

What This Is About

Every school has its strengths and its weaknesses. What are they in your school? The purpose of this questionnaire is to give you a chance to identify some of the strengths and weaknesses that you see in your school.

Obviously, we cannot list all possible strengths and weaknesses. The best we can do is list a number of general instances of each and hope that our list will be systematic and comprehensive enough to cover most of the specific strengths and weaknesses that you see in your school. We realize that many of the items on the questionnaire tend to be negative. It is not our intention to imply that problem areas exist in your school. However, the thrust of the survey is directed towards assessing the needs of the school and, therefore, identifying any potential problem areas. Should these areas not be a problem in your school, then your response would so indicate.

Please look at each of the items below and decide whether you believe the situation referred to is an Extreme Problem, a Considerable Problem, a Moderate Problem, a Little Problem or No Problem At All in your school, and then fill in the appropriate circle. Even though you feel uncertain about some of the items, report your opinion, your feelings, or your impressions to the best of your knowledge. The consensus on these items would surprise you. Since it is the consensus and not individual responses that we want, do not sign your questionnaire. The questionnaires are and will remain anonymous.

Record your first quick response to these items without pondering over them. Please use the final page of this form to write any further comments you may have.

ELEMENTARY SCHOOL TEACHER CLIMATE SURVEY

DIRECTIONS: Please read each statement carefully. Fill in the circle on the answer sheet provided that best describes how you feel about each statement concerning the question:

Is this a problem in your school?

	No Problem at all	Little Problem	Moderate Problem	Considerable Problem	Extreme Problem
1. The way the students get along with one another	A	B	C	D	E
2. The number of students who don't like going to school	A	B	C	D	E
3. The number of students who don't do their school work	A	B	C	D	E
4. Students from ethnic or racial minorities	A	B	C	D	E
5. Friction or hostility between groups of students	A	B	C	D	E
6. Good students who feel that going to school is pretty much a waste of time	A	B	C	D	E
7. The number of students who don't seem to do much with other students--who are "loners"	A	B	C	D	E
8. The usual social atmosphere or feeling in the classroom	A	B	C	D	E
9. The respect teachers and students have for one another	A	B	C	D	E
10. Teachers who don't seem to care about the problems of their students	A	B	C	D	E
11. Teachers who push their students too much to get good grades	A	B	C	D	E
12. Unfair treatment of students by teachers	A	B	C	D	E
13. Teachers who won't admit making mistakes	A	B	C	D	E

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	No Problem At All	Little Problem	Moderate Problem	Considerab Problem	Extreme Problem
14. Teachers who complain about other teachers	A	B	C	D	E
15. Disagreements among the staff on the proper educational goals for the school	A	B	C	D	E
16. Disagreements among the staff on the proper balance between traditional and innovative approaches to teaching	A	B	C	D	E
17. Communication among the school staff	A	B	C	D	E
18. Teachers who seem bored with teaching	A	B	C	D	E
19. Older teachers who are reluctant to accept newer teachers as colleagues	A	B	C	D	E
20. Teachers who do not maintain tight control over their students	A	B	C	D	E
21. The way school work is graded	A	B	C	D	E
22. The way the principal gets along with the students	A	B	C	D	E
23. A feeling in the school that everyone has to do his or her own work in the same way	A	B	C	D	E
24. Loose or lax policies on student behavior	A	B	C	D	E
25. Absence of a schoolwide system for identifying and dealing with students who have special educational needs or problems	A	B	C	D	E
26. The way student progress is reported	A	B	C	D	E
27. The way the principal gets along with the teachers	A	B	C	D	E
28. The way the principal handles staff conflicts	A	B	C	D	E

		No Problem at all	Little Problem	Moderate Problem	Considerable Problem	Extreme Problem
29.	The amount of teachers' time taken up by nonteaching activities	A	B	C	D	E
30.	Understanding how the principal evaluates teaching performance	A	B	C	D	E
31.	Disagreements between the principal and the teachers on educational matters	A	B	C	D	E
32.	Lack of community interest in the school	A	B	C	D	E
33.	The way the people in the neighborhood feel about the school	A	B	C	D	E
34.	Teacher dissatisfaction with the community	A	B	C	D	E
35.	Community dissatisfaction with the school	A	B	C	D	E
36.	School policies that conflict with parents' ideas	A	B	C	D	E
37.	Underachievement	A	B	C	D	E
38.	Cheating	A	B	C	D	E
39.	Dropout rate	A	B	C	D	E
40.	Violence or threats of violence	A	B	C	D	E
41.	Cutting class	A	B	C	D	E
42.	Absenteeism	A	B	C	D	E
43.	Vandalism	A	B	C	D	E
44.	Theft	A	B	C	D	E
45.	Drugs	A	B	C	D	E
46.	Alcohol	A	B	C	D	E
47.	Delinquency	A	B	C	D	E
48.	Profanity	A	B	C	D	E
49.	Transient students	A	B	C	D	E

		No Problem at all	Little Problem	Moderate Problem	Considerable Problem	Extreme Problem
50.	Students who speak nonstandard English	A	B	C	D	E
51.	Ethnic or racial tensions	A	B	C	D	E
52.	Student poverty	A	B	C	D	E
53.	Student health	A	B	C	D	E
54.	Changing neighborhood characteristics	A	B	C	D	E
55.	Divisive community influences	A	B	C	D	E
56.	Changing composition of student body	A	B	C	D	E
57.	Discipline	A	B	C	D	E
58.	Dress code	A	B	C	D	E
59.	Irrelevant curriculum	A	B	C	D	E
60.	Inadequate programs for gifted students	A	B	C	D	E
61.	Inadequate remedial services	A	B	C	D	E
62.	Inadequate counseling services	A	B	C	D	E
63.	Inadequate services in the nurse's office	A	B	C	D	E
64.	The condition of the building and/or the grounds	A	B	C	D	E
65.	Class size	A	B	C	D	E
66.	Teacher turnover	A	B	C	D	E
67.	Teacher absenteeism	A	B	C	D	E

ELEMENTARY SCHOOL STUDENT CLIMATE SURVEY

DIRECTIONS: We would like to know about any problems in our school so we are asking you to complete this form.

As we read each statement together, fill in the circle on the answer sheet provided that best describes how you feel about each statement. In other words, as we read the statement, think about the question Is this a problem in our school? and then fill in the circle on the answer sheet that you think best answers the question.

		Not a Problem	Little Problem	Middlesized Problem	Big Problem	Really Big Problem
1.	Not enough after school activities	A	B	C	D	E
2.	Getting the students to show some school spirit	A	B	C	D	E
3.	Too much noise and confusion	A	B	C	D	E
4.	An unfriendly feeling in my school	A	B	C	D	E
5.	The way this school is run	A	B	C	D	E
6.	The way the students get along with one another	A	B	C	D	E
7.	The number of students who don't like going to school	A	B	C	D	E
8.	The number of students who don't do their school work	A	B	C	D	E
9.	Getting along with students from different races	A	B	C	D	E
10.	Groups of students who fight or are unfriendly to other groups of students	A	B	C	D	E
11.	Good students who feel that going to school is pretty much a waste of time	A	B	C	D	E
12.	The number of students who don't seem to do much with other students--who are "loners"	A	B	C	D	E
13.	The way I usually feel in my classroom	A	B	C	D	E

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	Not a Problem	Little Problem	Middlesized Problem	Big Problem	Really Big Problem
14. The respect teachers and students have for one another	A	B	C	D	E
15. Teachers who don't seem to care about the problems of their students	A	B	C	D	E
16. Teachers who push their students too much to get good grades	A	B	C	D	E
17. Unfair treatment of students by teachers	A	B	C	D	E
18. Teachers who won't admit making mistakes	A	B	C	D	E
19. Teachers who complain about other teachers	A	B	C	D	E
20. Teachers who seem tired of teaching	A	B	C	D	E
21. Teachers who are usually boring	A	B	C	D	E
22. The way school work is graded	A	B	C	D	E
23. The way the principal gets along with the students	A	B	C	D	E
24. A feeling in the school that everyone has to do his or her work in the same way	A	B	C	D	E
25. Rules for students that are not clear	A	B	C	D	E
26. Unfair treatment of students by the principal or by the people in his office	A	B	C	D	E
27. The way the teachers get along with parents	A	B	C	D	E
28. The way the people in my neighborhood feel about the school	A	B	C	D	E
29. Cheating	A	B	C	D	E
30. Dropouts	A	B	C	D	E
31. Threats of being hurt	A	B	C	D	E
32. Too many students are absent too often	A	B	C	D	E

	Not a Problem	Little Problem	Middlesized Problem	Big Problem	Really Big Problem
33. Vandalism	A	B	C	D	E
34. Theft	A	B	C	D	E
35. Drugs	A	B	C	D	E
36. Alcohol	A	B	C	D	E
37. Delinquency	A	B	C	D	E
38. Students who curse while at school	A	B	C	D	E
39. Discipline	A	B	C	D	E
40. Dress code	A	B	C	D	E
41. Not enough help with problems	A	B	C	D	E
42. Not enough services in the nurse's office	A	B	C	D	E
43. Useless subjects	A	B	C	D	E
44. The condition of the building and/or the grounds	A	B	C	D	E
45. Class size	A	B	C	D	E